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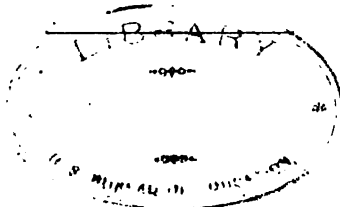
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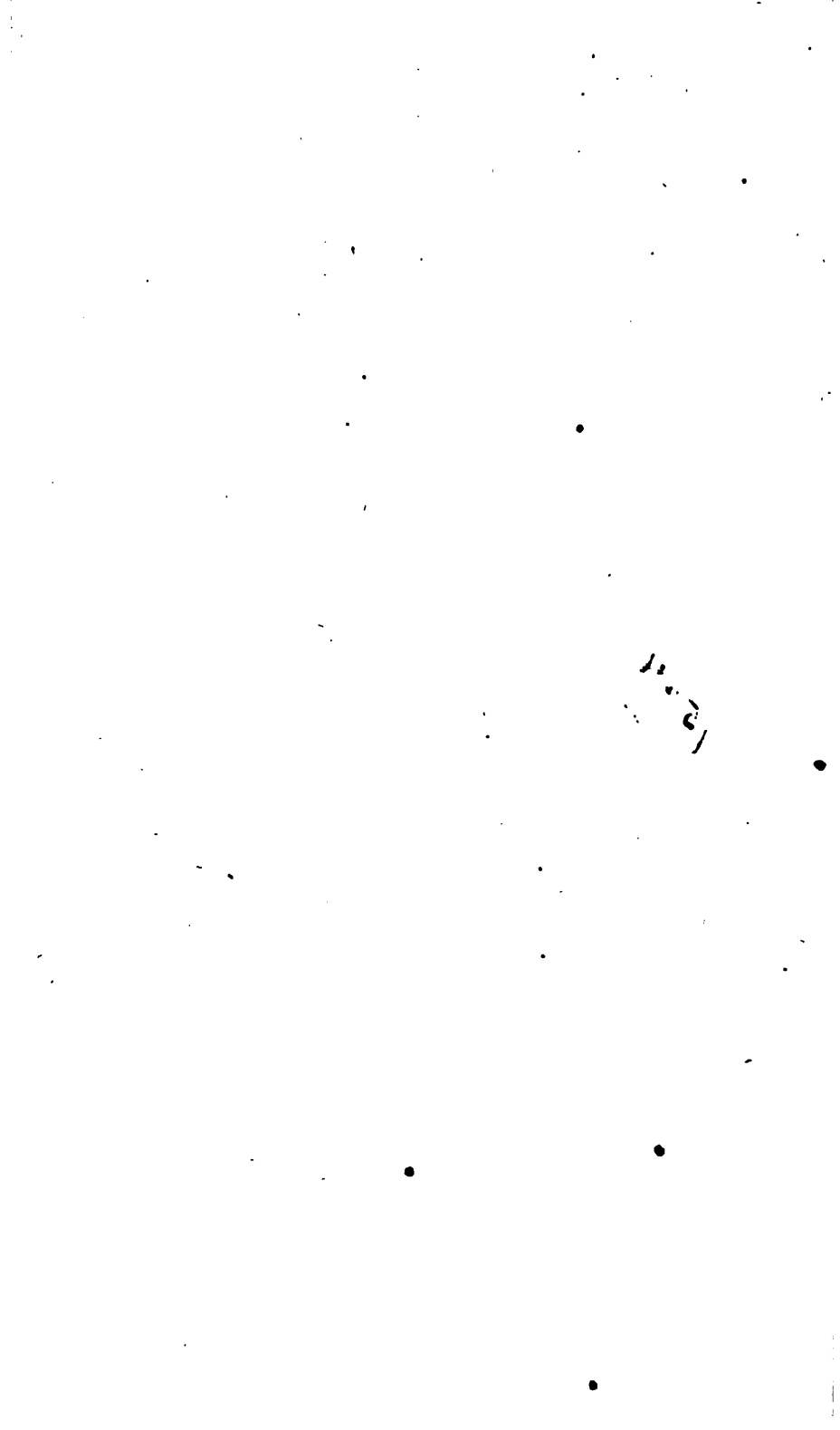


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T H E

MASSACHUSETTS TEACHER.

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THE EVILS AND REMEDIES OF WHISPERING, OR COMMUNICATING IN SCHOOL.

[A PRIZE ESSAY, BY MR. DANIEL MANSFIELD, OF CAMBRIDGE.]

THE evils of communication are many and apparent. Whispering, under which term we would include communication of all kinds, is the source of nearly all the disorder that arises in school. Indeed, it is impossible to have any tolerable degree of quiet, where it is permitted or practised to any extent without permission. In some select, private schools, and in some small public schools of the higher grade, this privilege may, perhaps, be allowed without much inconvenience. But in such as we generally understand by the term public or common schools, whispering is a great evil in all its tendencies and results. In a school where it is permitted, six times in a half day, — or twice an hour, — for each scholar, would by no means be considered an unreasonable allowance. And yet with sixty pupils, (a fair average number, perhaps,) there would be 360 whispers in one session, or two a minute. Now what can be done in a school where there is an average of two whispers every minute? Even if they were all confined to subjects appropriate to the school-room, to inquiries concerning lessons, &c., the very act of communication must produce a vast amount of noise and confusion. But no one, at all acquainted with human nature, or who has had any experience in teaching, will suppose for a moment that any bounds can be set to the indulgence of this propensity. The last party, and the next sleigh-ride, the new bonnet of one, and the shabby dress of another, the name or the looks of the stranger who occupies the platform; these, and all other subjects, that ever entered the

imaginative brains of a child, are discussed with freedom and the greatest animation.

When one scholar whispers, another must hear and perhaps may reply; the attention of two, therefore, is necessarily taken by every communication that happens in school, and most likely all the pupils in the immediate neighborhood are more or less disturbed. Sometimes a witty remark passes from one to another, till the attention of the whole school is diverted. What, for example, is the occasion of this sudden smiling and tittering all over the room? What has happened now to excite the attention and cast a broad grin over the countenance of all? That young lad whom you see in the corner, with eyes intently fixed upon his book, diligently engaged in study, with a countenance so demure, that it would seem no smile could ever find lodgment there, and whose whole appearance indicates the loss of all earthly friends, — that young lad, who never did anything wrong, and who always meets the unjust suspicion of his teacher, with the frank "*Me, Sir!* what have I done?" — that young lad has just started a joke, which, passing rapidly from mouth to mouth, has electrified the whole school. It is apparent, therefore, that whispering causes a great waste of time, in addition to the noise and general disorder, which it inevitably creates.

But it is unnecessary to pursue this part of the subject farther. The evils of communication are obvious, and will readily suggest themselves to one at all acquainted with the theory or practice of teaching.

The question of the greatest importance, which we will now proceed to consider, is, How may these evils be most easily and effectually remedied?

In the first place, let the teacher give his pupils a correct idea of the nature of the offence. Whispering is not morally wrong, and the teacher who so regards it, will fail of his object. Children cannot be made to believe, and they ought not if they could, that the simple act of communication, in any manner, or under any circumstances, is an offence to be compared with profanity, lying, &c. As has been already stated, a school may be so small and select, that whispering may be allowed without any serious injury. But this is not the case with schools generally, and it is for the teacher to explain to his pupils, why it is right in one case, and wrong in another. This may be readily done. It will be easy for all scholars to see, that, in our common public schools, a general license to pupils to communicate together, would be destructive of all order, and would defeat the very end for which schools are established. Each teacher will have his own method of impressing this fact upon his pupils; one will do it with much greater facility than

we may see no one of common ingenuity will find any difficulty till obtaining their intellectual assent to the necessity of an entire prohibition of communication in school. This point being gained, the next step is to obtain their cordial coöperation in carrying out the prohibition. And here there is nothing peculiar; the same course may be pursued, the same steps taken, the same motives urged, as would be done in reference to any other rule of school. The various considerations that might be offered, it would be out of place here to consider, as it would be, in effect, taking up the whole subject of the management of a school; and our object now is, to dwell on those particulars only, which have special reference to the subject of this essay.

One point, however, is of sufficient consequence to demand a moment's attention. The duty and the importance of self control should be brought home to the mind and conscience of every child. No favorable opportunity for its exercise should be neglected, and no rule of school will be more favorable than the one we are now considering. Indeed, children are so constantly exposed to temptation, and the ease with which they may escape detection under ordinary circumstances is so great, that the child who will abstain from all communication, has acquired a command of himself, which he will find of great advantage in any and every situation in life.

And now, having explained the nature and the effect of communication, the reasonableness of its prohibition, and having secured the coöperation of his pupils, as far as he may be able, the teacher is prepared to proclaim its entire banishment from school. And here no half-way temporizing policy will answer; total abstinence is the only remedy, and total abstinence must be firmly but wisely insisted on. Whispering has become an offence against the good order of the school; and if persisted in, it must be punished as other offences are, according to the judgment of the teacher.

In the next place, the teacher should make such a disposition of his scholars as will place the fewest temptations in their way. For this purpose, those most likely to violate the rule, should be seated apart, and in such a position that the teacher may have a constant and easy supervision over them. Neither should scholars who have a strong friendship for each other be seated together, their earnest entreaties to the contrary notwithstanding; for the temptation to evil is so great, that few children will be able to resist it. But a very important principle in seating scholars, is, that no two of the same class shall come in contact. For scholars, sitting side by side, pursuing the same branches, and preparing the same lessons, the desire to communicate together is so great, and the opportunity to do it is so

frequent and so easy, that they are almost irresistible. Suppose the lesson be one in arithmetic; the erasure of a single figure may point out a mistake, or the making of one may reveal the whole secret of the solution of a difficult problem. If it be in defining, how easy for one scholar to point out to another the particular signification of the word under consideration. Or suppose it be a lesson in geography. The pupil, with one finger pointing to a word in his text-book, is with another crossing seas and rivers, traversing deserts and clambering over mountains, till the eye is weary with the fruitless search for some little lake, or village, or river; how easy, then, for the point of a neighbor's pencil to remove the whole difficulty in a moment.

Again, scholars should have enough to do, and be required to do it. It is unreasonable to expect a child, who has no occupation, to sit for any length of time without being engaged in play, or in the violation of some rule. But if he has a task which must be performed, of sufficient length to occupy his attention, not only will most of the temptations to evil be removed, but he will have no time to yield to those which may remain.

We have now supposed that a school has a correct idea of the nature of whispering and the necessity of its prohibition; that the better portion of it are willing to yield to the wishes of the teacher, and practise self-denial. We have supposed the pupils to be arranged in a manner the most favorable for its prevention, and to have sufficient employment to occupy their time. And yet, in spite of the closest watchfulness on the part of the teacher, in spite of severity of punishment in cases of detection, it will undoubtedly be found, that there still exists a vast amount of whispering in school. What farther steps can be taken to remedy the evil?

We answer: In all schools above the grade of Primary, let the pupils be held to a strict accountability, and be called upon to report once or twice each half day, whether they have had communication, and if so, the number of times. This, for a time, should be entirely voluntary, and not the slightest punishment should follow even the highest number of offences. At first, especially where communication has been practised to any extent, not more than two or three will be found to have abstained entirely. Some will have whispered once, others twice, and so on, perhaps up to ten or twelve violations of the rule. Without a word of reproof for the worst cases, let these who have done well be commended, and all encouraged to try again. A perceptible improvement will be manifest each time the account is taken, and in a few days or a week, a large majority will be able to render a perfect, and with little temptation to wrong,

we may suppose an honest report. Let this course be pursued till the pupils shall have unconsciously demonstrated to each other and themselves, their ability to abstain from all communication, and till they shall have formed the habit of closely watching their conduct, and noting the number of delinquencies. It now only remains for the teacher to call for the report at stated times, and to affix a penalty to each transgression. The punishment may be a mark of discredit, or some trifling inconvenience, but in most cases it should be slight, though with the understanding that the practice must be entirely abandoned. In this manner, it is believed, that communication, if not wholly, may be so nearly banished from school, that the little which remains shall cease to be of any serious injury.

But to this method, there are some serious objections of a moral nature, which demand careful consideration. In the Ninth Annual Report of the first Secretary of the Board of Education, this subject is very fully discussed, and the objections to the method here proposed, are very ably and forcibly presented. Taking those objections to be the strongest that can be offered, we may consider our own case made out, if we are able satisfactorily to answer them.

The great objection, and indeed the only one, as it includes all the rest, is this: "To prevent whispering, it tempts to falsehood." But the prohibition itself, it will be conceded by all, leads to a vast amount of practical falsehood. Yet the majority, and probably a large majority of teachers think it necessary that the prohibition should be made. It is impossible to promulgate a single rule, the observance of which would be beneficial to society, that some one would not be tempted to break. But shall all rules and laws be annulled, that we may have no temptation to sin? All the regulations of a school, all the laws in fact of a civil community, must contravene the wishes or the interests of some, else there would be no necessity for making them. We are all surrounded by temptation, and as children like others must constantly meet with it, they should be early taught how to meet and to overcome.

But the child, by being called upon to report an offence, is liable to commit the much more heinous one of falsehood. But what is it to report, except to answer the question, "Are you guilty or not guilty?" How different from any interrogatory, except for convenience it is put to and answered by the whole school at once? Has not every teacher the right, the moral right, we mean, to call up a pupil and question him with regard to the violation of any rule? Shall the parent, on returning to his home, hesitate to inquire of his child respecting some mischief done, lest he may be the wrong-doer and be tempted to tell a falsehood? What is the integrity of that child, or of

any child, worth, whom the teacher or parent may fear to interrogate? And how many offences must be committed, and how much moral instruction given, and how long before he may venture to put the question plainly, "Did you or did you not do this?" The principle is the same in both cases; if the temptation is stronger in the one than the other, it is made so by the attendant circumstances.

But the greatest caution should be exercised in calling for the report. There should be no loophole of retreat, no opportunity for evasion. The question should be put in such a form and manner, that a direct answer must be given; and the scholar made to see that there is no half way, that he must either tell the truth or a falsehood. Suppose, for instance, that scholars who have had communication, are required to come forward, or to stand in their seats; or suppose that all the names are called, and each one is expected to report the number of offences; in such cases the scholar may argue to himself, and perhaps satisfy his own conscience, that by simply neglecting to report, he escapes detection, and is not, at the same time, guilty of telling a falsehood. But let those pupils who have had no communication be called upon to stand, and the guilty ones will of course be left in their seats; or let the whole school be made to rise, and permission given to those who have had no communication to be seated, and the guilty ones will be left standing. Now it would be easy to make all scholars see and feel, that if guilty, by standing in the one case, or being seated in the other, they tell a *lie* as plainly as they could do it in words.

Frequent opportunities should also be taken to impress upon their minds the great importance of always telling the truth, and of showing them that no comparison can be instituted between the offences of whispering and telling a falsehood. No severity of discipline either should follow this voluntary report; as the temptation (for temptation it certainly is,) should be made no greater than the child ought to be able to resist. And indeed, no severity of discipline will often be needed; for the child who can be induced to give in a true report, will generally refrain from whispering that he may not be obliged to report it, without regard to the consequences following it.

But the objector in closing, asks with an air of triumph the following important question: "If it be practicable to train a school to such a high point of principle and honorable feeling, that its members will promptly acknowledge the transgression of a rule, may not the same members be so trained as not to be guilty of the transgression itself?" To this question we unhesitatingly reply in the negative. And the reasons for this answer are obvious. For, in the first place, apart from the

guilt of lying, considered in a moral point of view, there is a different feeling in the community with regard to it, from that which exists in reference to many other offences. All men have a natural respect for the truth; and many individuals who would be guilty of some slight delinquencies, or even of offences of a moral nature, would yet scorn to tell a lie. And there is, perhaps, no surer way of injuring the feelings of an honorable man, or, indeed, of directly insulting any man, than by charging him with an attempt to deceive. So a scholar of a playful disposition might violate many of the rules of school, who would suffer the severest punishment sooner than tell a falsehood.

And in the second place, it is admitted that the telling of a lie is an offence a thousand times more heinous than whispering. Now because a child or an individual can be prevented from committing one offence, does it necessarily follow that he can be kept from the commission of another not a thousandth part as great? Because you can prevent a child from robbing a money box or picking his neighbor's pocket, can you as easily hinder him from taking an apple from his neighbor's orchard? If a child whispers, he commits an offence against his teacher; if he tells a lie, he sins against God; and because he can be restrained from committing the greater offence, it does not follow that he can also be restrained from committing one infinitely less. And we believe, that by proper watchfulness and care on the part of the teacher, scholars may generally be so trained as to tell the truth.

But in nearly all schools, and under the most favorable circumstances, there will undoubtedly be some cases of falsehood. To this objection there are two satisfactory replies. In the first place, for the incorrect report which may be made, the teacher cannot be held responsible. He cannot investigate a single case of difficulty that may arise in school, without exposing his witnesses to temptation. He cannot put the question to the members of a class in arithmetic, either individually or collectively, whether they have been assisted in the preparation of their lesson, without tempting them to sin, and perhaps without receiving some false answers in reply. Yet in both cases, he is doing not only what is right and proper, but what may in some circumstances be an imperative duty. It is his province, by the inculcation of moral principle to prepare the child as far as possible to resist temptation, and then the responsibility cannot rest with him.

In the second place, although in the method proposed, there may be some falsehoods told, yet on the whole, we believe there will be a less amount of moral evil in school. Whispering, as has already been stated, is not of itself morally wrong; but

there is probably no offence against the good order of a school which is attended with so much secret evasion, so many base artifices, so much trickery and deception, as whispering. With every whisper, then, which is prevented, there are also prevented just so many of the attending circumstances. If, therefore, the view here taken be correct, that this plan is the most efficacious, it will necessarily prevent a great amount of moral evil. And if at the close of school, *one-tenth* of the pupils should give in a false report, we believe that even *then*, for every lie that is told, there will have been *less lies acted by ten*.

The writer of this essay does not flatter himself, that either the beauty of his style, or the originality of his thoughts, will secure for him the favorable consideration of the Committee. The only merit which he claims for himself, is a sincere belief in the correctness of the views presented. If, however, a better remedy than the one here presented can be offered, no one will be more thankful than he, or more ready to receive and adopt it.

CO-OPERATION OF PARENTS AND TEACHERS.

WE would solicit the attention of our fellow-teachers, to the views of Mr. Burton, in the following letter; not that we would have it inferred that there is any subscriber of the "Teacher" who does not peruse every article of a work devoted to his particular calling; but under the fear that there may be those who will not feel it their duty to coöperate with the writer of the letter in his great undertaking. Mr. Burton is generally and familiarly known as the author of "The District School as it was,"—a book as extensively read as any of its time, affording a large fund of amusement and gratification to its readers, and which will not soon be forgotten. Let every teacher read this letter out of regard to his best interests. Could its suggestions be carried out,—and who doubts their practicability if set in action in the right way, and by the right sort of men?—how much would the work of the teacher be facilitated! It is the want of coöperation between parents and teachers which is our greatest obstacle to success; what teacher has not suffered from it? and how many, with prospects blighted, have to regard it as the cause of their failure. It is also disastrous to the pupil. Examine the questions which Mr. Burton proposes; they will be found rigidly searching in their character, and will commend themselves as penned by no visionary enthusiast, but

by one who understands the difficulties which the teacher labors under, and who treats his subject in a plain, practical manner. Furthermore, let it be known, that in a truly self-sacrificing spirit, Mr. B. is devoting his energies to a cause worthy the highest efforts of man. He is deserving the thanks of all, and the coöperation especially of teachers.—*Editor.*

A LETTER TO THE SCHOOL TEACHER.

Respected Fellow Laborer :

Earnest and faithful in your vocation, you cannot but sympathize with me in what is really your own cause, as well as mine. If any body sees and *feels* the need of family reform, the teacher does. Get the homes right, and how easy it will be to keep the schools right. Therefore with confidence and hope I seek your coöperation. A "Proposition to Parents" has lately been presented by myself through the public prints. As possibly it may not have come under your notice, it may be well to say, that it is endorsed by the names of Ex-Governors Briggs and Boutwell, of Hon. H. W. Cushman, Hon. N. P. Banks, Jr., and Hon. Amasa Walker, and of Rev. Drs. Blagden and Braman. A brief extract will give the gist of the matter. In respect to the exceeding and general ignorance and neglect of a judicious home education, it is remarked: "Surely there is not so wide, and deep, and dark an abyss of deficiency in any one great human interest as in this! Who will not say that there should be an awakening to the subject? What thoughtful parent will not be ready for at least an endeavor at reform? And, now, to this end, why shall not a few easy steps be taken at once? The long winter, with its leisure evenings, is at hand. They cannot possibly be occupied with any one subject of more vital importance than this. It is proposed, therefore, that there be meetings of parents in school-houses, halls and vestries once a week or fortnight, according to convenience. Here let the subject of domestic education, in all its various aspects, be discussed. Let facts be presented, methods proposed, objections made, questions asked, and answers given. Let these matters be put into definite propositions one after another, let them be considered in distinct and regular detail, and there will be a clearness of idea, and an abundance of practical suggestions, and a deep and growing interest unimagined before. If school teachers in their associations and institutes, enlighten and stimulate each other by mutual interest and discussion, why should not the more convenient and unexpensive institute of family teachers be also held and

do a similar good? The proposition is now addressed to parents generally; but school committees, teachers, and leading individuals are earnestly requested to take at once an active part towards carrying it into effect."

Now the hope is, that in the school districts where this proposition is read, there are those ready at once to move in the matter and take a lead. It is, however, apprehended that the commencement at least, and indeed the final success, will depend in many cases on the activity of the teacher. No unpleasant obtrusion of himself on others is here counselled; still, if nobody else stirs, it is altogether proper for him to put things in motion. With energy, perseverance, and modesty withheld, he *can* make a promising beginning.

Many might be able to operate judiciously and successfully without any advice; but as some are comparatively young and inexperienced, I may be indulged in offering a few practical hints. The lack of space here, will, I trust, excuse any ungracious abruptness of style.

Well, you wish to procure a meeting of parents, and start the enterprise. Judgment should be used in the incipient steps. First confer with that one particular individual of true respectability who is most likely to sympathize in the undertaking and engage in it. Next, seek another as nearly of the same character as may be, and so on. Secure the most influential, as well as the readiest, and it will aid you much to be able to say that such and such ones think well of the plan, and are going to attend the meeting. However, be not discouraged, if those considered the most intelligent and respectable do not at once concur. Such men are sometimes much engaged in business, and have not time to consider, or are constitutionally opposed to the new and untried, though it may seem plausible. Take the best, then, you can get; the more weighty and slow will at length come along. Have your place and time of meeting appointed. If you cannot get more than two to say they will attend, nevertheless appoint. Then mention the matter to your scholars, and in such a way as to excite some curiosity. Through them send earnest invitations to their parents, as you may not have been able personally to invite all. At this first meeting you will of course make some general arrangements and get under way. Now for the future. How shall an interest be excited and kept up? In the first place the secretary should be the most competent person available, as alertness and faithfulness on his part will contribute much to success. Something will depend on the character of the questions to be discussed. Let the first be such as bear on the relation of home and the discipline there; to the school and its discipline. These will be of immediate and practical application. Afterward

there may be those appertaining primarily and mostly to parents and children at home ; these, however, will have an indirect and important bearing on the school.

At each meeting let the question for the next be given out. Have the older pupils write what they think about it ; give their experience, or make some query on the point. There will be brought out from some of these young minds truly judicious remarks, and withal, now and then singular and instructive experiences. The communication need not be long or laborèd ; but as easy a matter at first as possible. Let it be anonymous, that there be no shrinking on account of exposure, and that there be greater freedom of expression. Perhaps the little ones, not yet able to write, might say something worth your penning down. A trivial circumstance related by a child might convey much instruction, and would interest and sometimes most pathetically touch a whole audience. As to this writing, I have in my own memory a most pertinent illustration. Some twenty years ago I passed a part of a forenoon in the young ladies' school of Jacob Abbott, of Rollo and Franconia book fame. A certain weekly exercise happened at the time. A question was given, new and unanticipated, to be written on at once. But a very few minutes were allowed for the purpose. Minds and fingers had to move fast. At the end of the time the papers were gathered in and immediately read before the whole school. The question was something like this. What methods should an older sister adopt with a child left in her charge, in the absence of the parent ? It was marvellous how much that was really original, entertaining and instructive, those thirty or forty young heads could produce, when thus put to the pen. The reading out made a smiling, laughing pastime.

But to our own plan. The time allotted for the questions might be protracted according to circumstances. The answers should be returned in sufficient season to be carefully looked over that nothing *offensive* be offered to the public ear. Let the best of these be read at the meeting. The scholars would of course be invited to attend ; and from various motives almost the whole school will wish to come. This interest of the children will tend to excite the parents and make them more sure to come out. Besides, why should not they understand how to educate ? having such frequent care of, and great influence over, younger brothers and sisters.

Parents, and others at home, too diffident for speech aloud, could also send in contributions. From some retired female school teacher, or well educated matron, there would no doubt be most excellent communications. The interest would be enhanced by the anonymous method, occasioning the wonder

whether this person did not write a certain piece ; guesses that that did, or absolute knowings that it came from another. It will be well to intermingle extemporaneous suggestions, as valuable thoughts might be excited by the reading, which if not uttered in that connection, would not be uttered at all. Indeed, the reading of the papers will be the most easy way of opening the occasion. The diffidence and backwardness of getting under way so frequently experienced, would be avoided ; as the writings would occupy attention, with brief remarks, perhaps between, till there should start up earnest and more lengthened speech. The discussion had better come as near to the form of conversation as possible. If the speaker must rise from his seat and ceremoniously address the chairman, he might shrink from the formality and think that he "cannot get up and make a speech." If the sitting posture should be kept, some of the ladies might be emboldened to dispense their modest oral gifts. If the meeting is large, however, and in a hall or vestry, the circumstances of the occasion and the usages of the place might make a difference.

Withal, in a long evening a recess of fifteen or twenty minutes would not be time lost. A change of posture will be agreeable. There will be a word with this, and a nod to that acquaintance ; a crossing from side to side, a shaking of hand and a more promiscuous interchange of sentiments on the topic and the exercises of the evening. Thus, indeed, there will be a pretty little fragment of a soiree, all of a buzz, helping on, nevertheless, this one central cause. Still further, let singing be intermingled, especially in any occasional lapse to dulness. Let there be at least a parting song. Now as to the advantages, a word more may be said as an encouragement to the work. The effect on parents cannot but be most salutary. Very many have scarcely thought of the moral connection between themselves and their children, and especially between the home and the school. By the questions discussed, this connection would be perceived ; the evils which now hinder the progress of the school would be clearly traced home ; and the perverseness which there so annoys parents would be found most often to originate with themselves. Let an interest be only excited, and the discipline of the family and the school would become the frequent topic of profitable conversation at home. Children, with the rest, would give their views, and this with abundant narrations of incident, for childhood is narrative as well as old age. Circumstances which had seemed without significance, will be brought up and assume consequence ; their moral bearing will be discerned, felt, and acted on, as never before. Thus, home will become an active and profitable sub-institute of education. Indeed, quite a small child might have something to

say, and the father come charged with his infantile wisdom. Many a husband, moreover, might be prepared with a speech, the elements of which were gathered from the wise conversation of his modest partner.

Now, as to the school; the feelings and habits there, will be essentially affected. A great deal of trouble arises from mutual misconceptions, and these remaining unexplained and unreconciled. The master is inexperienced, it may be; he does not understand boy nature, and cannot adapt himself to it; at least the boy character in that place. This writing on a specific question, will afford an opportunity for some crotchety boy to tell what he thinks about it; or for some really sensible little fellow to give his grave opinion. The exact knowledge how certain methods of action or of utterance strike the scholars, will be of exceeding use. Excellent, obedient youth often make remarks to others which, could they have been heard by the teacher, would have occasioned a most favorable change in the method of procedure. One great difficulty with youth and their instructors is the ungenial distance which too often exists between them. There is sometimes a deep and settled antagonism. The strife is perpetually which party shall get the better of the other. Now, by these agreeable gatherings there will incidentally come out mutual explanations, and consequently a breaking up of antagonisms. In the prevalent good humor of the occasion, there could hardly but be a softening of asperities, generally. The teacher will have opportunity to show a side of his character which he could not, or imagined he could not exhibit at school; so that the pupil may go from the meeting, saying "I didn't know he was that sort of man, I should have thought better of him if I had." Again, there is sometimes a sort of antagonism between parents and children; at least, a separation of interest, which ought not to be. No wonder that the boys should steal away by themselves and have their rough and rowdy thrusts and tumbles, and their funny but debasing vulgarities, when there is a conflict, evening after evening, as to where the children shall go, or what they shall do; and the latter finally go and do as they please; or when the two parties betake themselves in entirely different directions, and have no interest in each other at all. These home habits, of course, must seriously affect the school. These meetings will bring parents and children together, for one evening in the week at least, and then and there will be influences tending to keep them together as never before. Other advantages might be mentioned, but thus much will suffice.

Finally; is there any doubt that such a gathering, rightly managed, would be looked forward to with pleasant anticipations? Would not the evening be a sort of weekly treat,

welcome both to old and young? Try the experiment, my friend, for one winter at least, I beseech you, and see what it shall amount to. If your school is half through, no matter; if you have but a month to stay, or even a fortnight, get the enterprise under way; do what you can. Some choice spirits will, it is hoped, carry on the work after your departure. Perhaps some teacher, a native of the neighborhood, having closed his winter school, and come home, may take hold in your place; and you, returning to your more permanent abode, may take up the work there, which another has left, or you may commence anew. If you are not inclined precisely to the course here suggested, take any other which commends itself to your mind. Do not be prevented or in the least discouraged by any fewness of numbers. If not more than half a dozen families shall stately meet, good will be done. The interest kindled in them, may perhaps burst through the whole district in the course of another winter; and if you shall not be there to see the result, others will be, and to remember you with hearty thanks, as will also,

Yours, with truest respect,

WARREN BURTON.

Boston, Dec. 15th, 1853.

To aid in the outset, the following questions are respectfully submitted for discussion at the meetings proposed in the letter to the Teacher.

W. B.

1. What is the best way to bring about mutual understanding and coöperation between teachers and parents, having due regard to the convenience of time and place?

2. To what extent are the morals of the school formed at home?

3. How much should parents depend on school teachers to correct the bad dispositions and habits of their children?

4. If a child is punished at school, and complains of bad treatment or injustice, what should the parent do?

5. What effect has the conversation at home, as to the influence of the teacher, and the welfare of the school?

6. Should corporal punishment ever be used either at home or at school? If so, on what occasions?

7. What should be the frame of mind as manifested by gesture, countenance, voice and tone, in punishing a child at home, or a scholar at school?

8. Where, and how, should children, the older as well as the younger, spend their evenings?

9. Are children entirely safe, as long as they associate with any vicious companions?

10. What should be done by parents in relation to the vicious children of their neighbors?

11. What combined and social movement could be entered on to effect juvenile reform?

12. What should be done with an exceedingly perverse and apparently irreclaimable child at home?

13. What should be done with an apparently irreclaimable scholar at school?

14. What is the duty of School Committees in respect to scholars excessively bad and unmanageable?

15. How shall delicacy of feeling be cultivated and propriety of conduct be maintained between the sexes at school?

16. At what age should a child be first sent to a Public School?

17. What is the best way of treating a passionate child?

18. What the best way of dealing with an untruthful child?

19. Is sufficient attention paid to the *manners*, either at home or at school?

20. What effect has the early culture of Christian benevolence toward producing habitual politeness and true refinement of manners?

OPENING ADDRESS OF MR. WELLS,

BEFORE THE MASSACHUSETTS TEACHERS' ASSOCIATION, AT
THEIR LATE MEETING IN FANEUIL HALL.

Fellow Teachers.—The annual meeting of this Association affords a fit occasion for taking a general survey of our position and prospects; and I trust the exercises in which we are here to engage, will furnish us with renewed strength, and courage, and zeal, for the duties that are still before us.

If there is a portion of the world in which the blessings of free and universal education are more fully enjoyed than in any other, I trust we may say, without boasting, that place is Massachusetts.

If the history of the world furnishes a period in which teachers have held the position and exerted the influence to which their intrinsic merits entitle them, that day is our day. Perhaps our greatest danger results from our elevation and the confidence that is reposed in us.

We ask our Legislature for three hundred dollars a year, to aid in extending the usefulness of our Association, and it is promptly granted, for a period extending five years into the future. Our brethren of every other State in the Union,

would make the same request in vain. And yet there is at least one other State, in which the teachers themselves contribute and expend more money in advancing the cause of popular instruction, than the teachers of Massachusetts.

I say not this to cast reflections upon the teachers of our own State. Pecuniary sacrifices do not always indicate the amount of a teacher's usefulness.

Nor will I stop to inquire whether our Association would have met the expense of sending an agent through the State, if the circumstances had required it, as the Association in Ohio has done. It is enough for us, that the Board of Education has relieved us of this responsibility. But I must be permitted to say that the zeal of Ohio teachers in attending the meetings of their Association from distant portions of the State, and the interest that is so extensively manifested by them in the success of their Teachers' Paper, are worthy of the imitation of teachers in Massachusetts.

Fellow Teachers, this is a time for self-examination. Are we truly worthy of the confidence we have secured? Do we make the most of the faculties with which we are endowed, and the opportunities which we enjoy?

Laborious as the teacher's life usually is, it must be confessed, that the circumstances in which many teachers are placed, have a strong and natural tendency to induce in them habits of indolence.

After a teacher has once gone thoroughly through the principles of a science, he is in danger of feeling that in conducting successive classes over the same ground, no new preparation is required, and no new effort is to be put forth.

Thus teaching often becomes a mere mechanical repetition of what has been done many times before—a practice as ruinous to the mental habits of the teacher, as it is to the interests of the pupil. Here we find an explanation of the gradual deterioration of so many teachers, who fail to meet the expectations that are raised by their earlier and more brilliant efforts.

It would be interesting to know how many of the teachers of Massachusetts are fairly embraced in the class of those whose highest efforts amount to little more than a repetition of themselves. And it would, perhaps, be still more interesting to know how many of this class belong also to the class of those who are accustomed to complain of the laborious life of the teacher.

Another evil, of kindred nature, connected with our present system, is one for which teachers are themselves less responsible. The labors of many teachers, if faithful in the discharge of their duties, are so constant and arduous during the day, that they have no strength left, at the close of school hours,

either for personal improvement, or for a review of lessons to be heard on the following day. This is an evil which calls loudly upon the friends of education for correction; and the highest function of the teacher can never be fully developed, till the object is accomplished.

One of the principal sources of this evil, is to be found in the large number of pupils in our schools, in proportion to the number of teachers. There are many respectable schools in Massachusetts, in which the number of pupils is as great as 60 or 70, and even 80 or 90, for each teacher.

The injurious influence of this system upon the pupils of a school, is quite as serious as that which affects the teacher. One teacher may *lecture* to a school of 90 or of 500 pupils; but in most branches, this is a poor kind of instruction. The pupil's mind must be *active* during recitation hours, not passive. He must recite his lessons *personally*, and not by *proxy*. For a single teacher to attempt any thing like *thoroughness*, in the instruction of a school of sixty or seventy pupils, is preposterous in the extreme.

But this is not a time to enter upon a discussion of these questions, and I therefore close by congratulating the Association upon the favorable auspices under which we are assembled.

The future was never more full of bright promise to us than now; and I trust that after a little gentle rocking in the "Old Cradle of Liberty," our Association will go forth with renewed strength and vigor, and do better service than ever before in the great cause to which our lives are devoted.

SPEECH OF MR. PHILBRICK

BEFORE THE MASSACHUSETTS TEACHERS' ASSOCIATION AT
THEIR LATE MEETING.

I AM happy to meet the teachers of Massachusetts on this occasion. Though no longer a citizen of this Commonwealth, or a member of this Association, yet I cannot but feel that, on the ground of professional sympathies, of common pursuits, of intimate acquaintance, and of similarity of hopes and aspirations, I may be permitted still to "claim kindred" here and have my "claim allowed." You will still, I trust, permit me to address you as brethren, for although our fields of labor are no longer in the same State, our personal relations remain unchanged, and we still belong to the same professional fraternity.

During the past year, Mr. President, I have had an opportunity to view the educational aspects of your State, from the position of the "outsiders;" and allow me here to assure you that she stands on a noble eminence. It is a fact that she enjoys the enviable distinction of making more liberal provision for the free education of all her children than any other State in the Union. Her annual expenditure of a *million of dollars*, raised by voluntary taxation, for the support of *free schools*, challenges the admiration of the whole civilized world. Her stubborn soil has, indeed, become the very garden of free schools. Your legislative enactments on the subject of popular education are quoted as the highest authority in every legislative hall in the land.

What I have said of the State at large, is still more emphatically true of the city of Boston. The action of her School Board in yonder City Hall, is felt more or less in all the cities and larger towns from this Atlantic shore to the valley of the Mississippi. Educators make pilgrimages from afar to learn of her on this subject, as people came of old from the uttermost parts of the earth to hear the wisdom of Solomon. She is the teacher's Mecca, and she has a just right to be proud of this preëminence. This she has grown to by a "progressive increase of improvement" brought in by a succession of wise and far-seeing friends of popular education in a series of two hundred years. Her policy from the beginning has been, a *judicious liberality of expenditure*. In this lies the grand secret of her success, and not in any peculiarity of system. The recent vote to increase the salaries of the teachers of the city proves that this policy is still maintained. It is only by imitating this line of policy that any city or State can build up a system of equal excellence. There was a time when the common schools of Connecticut equalled, and perhaps surpassed those of Massachusetts in excellence and fame. Their systems were in the main the same, though her ample school fund gave to Connecticut the advantage, and for a time after its establishment, gave to her schools an efficiency elsewhere unknown. Such was her proud position when, a little more than thirty years ago, in an unlucky hour, some legislative "architect of ruin," procured the passage of an act making taxation for the support of schools no longer obligatory when the annual revenue from the fund should amount to the sum of \$62,000.

From that disastrous blow the schools of Connecticut have not yet recovered. Immediately they began to languish for want of adequate support. Then followed the withdrawal from the common school of those children whose parents possessed the means of educating them in private schools. Thus the decline continued from one stage of descent to another, till the

year 1838, when the Board of Education was created and Hon. Henry Barnard appointed Secretary; since that time there has been a gradual improvement, and I am happy to say that there is now good reason to believe that Connecticut is in a fair way to recover her former high position in respect to popular education.

She certainly possesses very favorable conditions for an efficient system of public instruction. Her population is homogeneous, of Puritan descent, and it is much concentrated in villages making it practicable to introduce extensively the graded system. She has a large school fund, yielding an annual revenue of \$140,000, besides town deposits and local funds yielding \$40,000 more. She is the wealthiest State in the Union, in proportion to her population, so that a tax of one mill on a dollar would yield a revenue of \$800,000. This, added to the income of her funds, would give to each child in the State, of school age, more than \$4 a year. The remarkable business enterprise of her population is an element not to be overlooked. Connecticut men make thorough work of whatever they undertake in earnest. Wherever they have entered into this school reform, they have carried their business spirit. They do not stop at half-way measures. Already in several of her cities and larger towns, the work of improvement has made a good degree of progress. Schools of which any State might well be proud, are now in operation in New London, Waterbury, Norwalk, Stamford, Rockville, New Britain, and especially in the cities of Hartford and New Haven. The city of Hartford can boast of a *free* public High School, supported by tax on property, which, I think, may safely challenge comparison with any similar institution in New England. The same may be said of some of her noble Grammar Schools.

The flourishing and beautiful city of New Haven, though more tardy than her rival sister, in entering upon the reform of her schools, has at length embarked in the praiseworthy enterprise, with a spirit which promises to distance all competitors. She has within the past year organized and put into operation a Grammar School, containing upwards of 500 pupils. This school may justly be regarded as a model school. It reflects honor not only upon the city which it adorns and blesses, but upon the whole State. Its principal room, designed to accommodate 150 pupils, and provided with class rooms attached, surpasses, in taste, elegance, and convenience, all the school-rooms I have ever seen, whether here in Boston or elsewhere. This is her first step. At a recent meeting of her citizens a tax was voted unanimously to erect two more houses of the same class. But the Committee of New Haven were too wise to be deluded with the notion that a good school-house could

keep school. They sought diligently for an accomplished Principal, and when they found one, had the good sense to offer him sufficient salary to secure his services. Probably the time is not distant when New Haven will have a High School of the first class, and a superintendent of her schools.

It affords me pleasure also to assure you, Mr. President, and the members of this association, that the people of Connecticut are not alone stirring in this work. Some of the teachers have given ample evidence that they do not belong to the class of "hibernating animals." At the recent meeting of the State Association at Middletown, there were present, on the first day, nearly sixty teachers, representing every county in the State, as well as every grade and description of educational institutions, including all the colleges in the State, and this too, in the very teeth of such a rain storm as had not occurred within the "memory of the oldest inhabitant."

The teachers of Connecticut have made arrangements to publish hereafter, in a modified form, the Common School Journal which has been so long and so ably conducted by its present distinguished editor, the Superintendent of Schools. The first number under this arrangement will be issued on the first of January, and the sum of \$400 has been pledged by individual teachers to supply any deficiency in the means of supporting it the first year. We do not propose, however, by this movement in favor of home products, to dispense with light from abroad. All *live* teachers will want not only the Journal of their own State, but at least one more. We hope to increase the demand for the "Massachusetts Teacher" in the "Land of Steady Habits."

Our Normal School, which was commenced as an experiment, was at the last session of the Legislature placed on a permanent basis by the appropriation of \$4000 a year for five years. Already upwards of 600 pupils have enjoyed, for a longer or shorter period, the advantages of the instruction and training which it affords. The excellent and distinguished Governor of the State, Thomas H. Seymour, has, during the past year, given it his cordial support, and has just now made a donation to it, to be expended in prizes for the encouragement of its pupils.

Our State Superintendent of Schools, Hon. Henry Barnard, is laboring in the cause with zeal, energy and efficiency, and he has now to cheer him on in his work the satisfaction of witnessing the fruits of his persevering efforts. These are some of the facts, Mr. President, which encourage us in Connecticut. We believe the "good time is coming." We intend to do what we can to hasten it. Let us all do what we can to elevate and improve the profession of teaching, for that is essential to the progress of education. A stream cannot rise higher than its source. Let us never cease to repeat, *As is the teacher, so is the school.*

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Ninth Annual Session of this Association was held in Boston, Nov. 21st and 22d, 1858.

MONDAY, P. M.

At 3 o'clock the Association assembled in the Hall of the Lowell Institute, and was called to order by the President, Mr. William H. Wells, of Newburyport.

The Records of the last meeting were read by the Secretary. Mr. Stearns of Boston, Treasurer of the Association, presented his annual report of the State of the Finances, and Messrs. Case of Newburyport, King of Lynn, and Thayer of Boston, were appointed a Committee to audit said Report.

The Reports of Committees being in order, Mr. Vaill of Salem, from the Committee appointed to revise the Constitution and to report a set of Special Rules, in the absence of the Chairman, presented the following:—

The Committee, appointed at the Eighth Annual Meeting of the Massachusetts Teachers' Association, to revise the Constitution and propose By-Laws for the same, having attended to the duty assigned them, respectfully ask leave to submit the following

REPORT.

Your Committee would recommend the amendment of two Articles of the Constitution, viz., Articles II and VI.

They would respectfully propose that the words SECTION FIRST be inserted in Article II before the words "Any practical male teacher;" and that the following additional sections be added to said Article, viz.:—

Section 2d. Any person having become a member of this Association, shall retain membership during good behavior, or until such person shall have received an honorable discharge.

Section 3d. All practical female Teachers in this Commonwealth who shall attend the meetings shall be considered honorary members of the Association. Your Committee would also recommend that Article VI be amended by omitting the words "with the President and Secretaries." The Article would then read as follows: Article VI. *The officers of this Association shall be a President, fourteen Vice Presidents, a Treasurer, a Recording and a Corresponding Secretary, and twelve Counsellors, who shall constitute a Board of Directors. These officers shall be elected by ballot at the annual meeting: which it is believed expresses in fewer words the substance of said Article.*

Your Committee would further recommend the adoption of the following By-Laws and Regulations:—

1st. The Meetings of the Association shall be opened with prayer.

2d. Immediately after the opening of the meeting, the Secretary, at the direction of the President, shall read the Constitution and By-Laws—together with the Record of the last Annual Meeting and of any subsequent Meetings.

3d. After the reading of the Record, arrangements shall be made for the choice of Officers—either by appointment of a Committee of Nomination from the Chair, or in such other way as the Meeting may determine; and said choice shall take place on the opening of the second day's session.

4th. The next business shall be to hear and act on Reports from the Treasurer and various Committees; also to appoint the usual Committees for the ensuing year.

5th. As long as the Annual Meeting of the Association is held on Thanksgiving week, the hour for opening the first session shall be 2 1-2 o'clock, P. M., precisely.

6th. The first Lecture shall be delivered 6 1-2 o'clock, P.M.

7th. Not more than two Lectures nor more than two Essays, excepting Essays for Prizes, shall be read at the same meeting, at such hours as the Board of Directors shall name in the Circular, provided it does not conflict with the arrangement established by the By-Laws.

8th. In the discussions, the subjects named in the Circular shall always take precedence of others, unless it be otherwise ordered by a vote of the Meeting.

9th. No person shall speak more than ten minutes at one time, nor more than once on the same subject unless by leave of the Chair for the purpose of explanation, or unless no other person wish to take the floor.

10th. Cases not especially provided for in these Regulations, shall be settled by the Chair, subject to appeal, according to Parliamentary usage.

11th. The Business and Topics for consideration at the Annual meeting, shall be briefly stated in the Circular giving notice of the same.

12th. At any time during the session of the Association, it shall be in order for any member to bring forward any subject for discussion or action, provided it be done without trespassing on the By-Laws, or conflicting with the course of business established thereby.

All which is respectfully submitted.

The Report of the Committee was accepted.

Rev. Mr. Peirce, of Waltham, called up the motion which he made at the last annual meeting, to strike the word *male* from the 2d Article of the Constitution, so that female teach-

ers may become members of the Association. After some discussion, it was voted, 20 to 15, to lay the subject upon the table. Mr. Peirce then renewed his motion, which will be in order for discussion at the next annual meeting.

On motion of Mr. Frost, of Waltham, the By-Laws offered by the Committee were taken up for discussion, and it was voted that they be considered and passed upon separately. The seventh and tenth Articles were rejected, and the rest were adopted. A motion to reconsider the vote in regard to the sixth Article, after some discussion, on motion of Mr. Newcomb, of North Chelsea, was indefinitely postponed.

On motion of Mr. Thayer, it was voted to adopt as a whole, all the By-Laws which had been separately adopted.

A Committee of thirteen, one from each County, was appointed to nominate a list of officers for the ensuing year, as follows: Messrs. Hagar of Norfolk, Stearns of Suffolk, Walton of Essex, Mansfield of Middlesex, Pitkin of Bristol, Gardner of Nantucket and Dukes, Rowe of Hampden, Parish for Hampshire, Russell for Barnstable, Bruce of Franklin, Capron of Worcester, Jenks of Plymouth, and Hammond for Berkshire.

Mr. Kneeland, of Dorchester, from the Committee on Diploma, Seal, and Certificate of Membership, reported that the action of said Committee was incomplete so far as regarded the Seal and Certificate, but that a design suitable for a Diploma had been agreed upon. The Committee were granted further time for their report.

The Committee on Claims reported that no definite action had been taken. Messrs. Wells and Parish were added to said Committee.

The Committee on Publication of Transactions reported that there had been but a limited sale of the first volume of the Transactions, and requested instructions. The subject was referred to the Board of Directors for 1854.

The Committee appointed to petition the Legislature for pecuniary aid to the Association, reported that the State had granted for the purpose, \$300 per annum, for five years.

The Association then adjourned.

EVENING SESSION.

The Association met in Faneuil Hall. The meeting was opened at 7 1-2 o'clock with prayer from Rev. Lyman Beecher, D.D.

After an address by the President, Mr. Wells of Newburyport, [see page 17,] a lecture was delivered by Professor Calvin E. Stowe, of Andover. Subject,—“The Use of the Bible in a Course of Elementary Instruction.”

On motion of Mr. Newcomb, it was *voted* that the Committee on Nomination of Officers, report in print.
Adjourned.

SESSION OF TUESDAY.

The Association assembled in the Hall of the Lowell Institute.

The meeting was called to order at 9 o'clock, the President in the Chair. The exercises were opened with prayer from Rev. Mr. Peirce of Waltham.

Mr. Peirce introduced a motion to the effect that the Constitution be so amended as to provide that the Directors be not obliged to give notice of the exact time of holding the annual meetings a year beforehand. The motion was entered upon the Records, to be acted upon at the next meeting.

Mr. Thayer, of Boston, in the Chair. The President addressed the Association in behalf of the "Massachusetts Teacher."

On motion of Mr. Putnam, of Boston, it was voted that the report of the Committee on the Revision of the Constitution be so far amended as to insert the office of Treasurer among the offices of the Association.

Messrs. W. D. Swan of Boston, Kneeland of Dorchester, Hammond of Monson, Peirce of Waltham, and Parish of Springfield, were appointed a Committee to nominate a Board of Editors for the "Massachusetts Teacher" for the ensuing year.

On motion of Mr. Swan, of Boston, the subject of "The Self-Reporting System of School Discipline" was taken up for discussion. The subject was debated at length, Messrs. Frost of Waltham, Snow of Dorchester, Parish of Springfield, Kneeland of Dorchester, Hammond of Groton, Smith of Cambridge, Hagar of West Roxbury, Leland of Newton, Newcomb of North Chelsea, Peirce of Waltham, Walton of Lawrence, and Jacob Batchelder of Lynn, advocating the system; and Messrs. Swan of Boston, Northend of Salem, Hubbard of Beverly, Wells of Newburyport, Chute of Lynnfield, Thayer of Boston, and Bunker of Nantucket, opposing it. Mr. Rowe, of Westfield, occupied the Chair during the latter part of the debate. The subject was laid on the table.

The President in the Chair, the nomination of Editors for the "Teacher" was transferred from the Special Committee on the subject, to the Board of Directors for 1854.

Mr. Parish, of Springfield, from the Committee on Prize Essays, reported that the Essay on "Whispering," bearing the initials L. M. N. was considered by the Committee of award, as worthy the prize of twenty dollars. [This Essay was by

Mr. Daniel Mansfield, of Cambridge, and may be found on page 1 of this number of the Teacher.—Ed.] The Committee further reported that no Essay on the subjects presented for the consideration of the lady teachers of the State was deemed worthy of a prize.

The whole number of Essays was six. The Committee consisted of Messrs. Parish of Springfield, George Allen, Jr., of Boston, and E. S. Stearns of West Newton. Their report was unanimous.

Voted, to refer the successful Essay to the Board of Editors for the "Teacher."

The meeting was then adjourned to half past two o'clock.

AFTERNOON SESSION.

At the appointed hour, the Association met and was called to order by Mr. Newcomb, of Chelsea.

Mr. Hagar, of Roxbury, Chairman of the Committee on Nomination of Officers for the ensuing year, reported the following list:

Josiah A. Stearns, of Boston, *President*.

Benjamin Greenleaf, of Bradford; D. S. Rowe, of Westfield; George A. Walton, of Lawrence; George Newcomb, of North Chelsea; Caleb Emery, of Boston; Eben S. Stearns, of West Newton; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Edgartown; John F. Emerson, of New Bedford; Charles E. Bruce, of Northfield; C. B. Metcalf, of Worcester; Loring Lothrop, of Boston, *Vice Presidents*.

Elbridge Smith, of Cambridge, *Corresponding Secretary*.

Charles J. Capen, of Dedham, *Recording Secretary*.

Benjamin W. Putnam, of Boston, *Treasurer*.

Charles Northend, of Salem; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; John Batchelder, of Lynn; Ebenezer Hervey, of New Bedford; George Allen, Jr., of Boston; James M. Lassell, of Cambridge; A. M. Gay, of Charlestown; John Kneeland, of Dorchester; Gideon F. Thayer, of Boston; N. T. Allen, of West Newton; B. F. Tweed, of South Reading, *Counsellors*.

Messrs. Thayer, of Boston, and Northend, of Danvers, declined the nomination, and the report was recommitted with instructions to fill the vacancies. The Committee nominated Messrs. Charles Hammond, of Groton, and George Capron, of Worcester:

The Association then proceeded to the choice of Officers. Messrs. Thayer, of Boston, and Walton, of Lawrence, were appointed a Committee to collect, sort and count the votes. They reported the nominees of the Committee as chosen.

† Mr. J. D. Philbrick, Principal of the Normal School, New Britain, Conn., addressed the meeting by request. [Mr. Philbrick's speech may be found on page 19 of this number of the "Teacher."]

Mr. Wells, on resigning the Chair to his successor, Mr. Josiah A. Stearns, of Boston, addressed the Association in eloquent and appropriate terms.

Mr. Stearns also ably addressed the meeting, on taking the Chair as President for the ensuing year.

† Mr. C. C. Chase, of Lowell, was then introduced as Lecturer for the afternoon. Mr. Chase announced as his subject, "The Kind of School Government demanded by our Free Institutions."

The Committee to whom had been referred the subject of reimbursing certain gentlemen for pecuniary sacrifices in behalf of the Massachusetts Teacher, reported in favor of leaving the matter to the Board of Directors, with full powers, and with instructions to take immediate action in the premises, and report the details to the Association. Their report was accepted.

A paper entitled "Proposition to Parents" was presented to the Association for their consideration, by the author, Rev. Warren Burton. It was referred to the Board of Local Editors of the "Teacher," with directions to publish if they should think proper.

Mr. Wells made a motion to amend the Constitution, so that Honorary Members may be chosen, which will be in order at the next meeting.

Remarks were made by Messrs. Peirce, of Waltham, and Bunker, of Nantucket, and other gentlemen, on the subjects treated of by the Lecturer of the afternoon, after which, at a quarter past five, the Association adjourned to meet in the evening, at the Lecture Room of the New Music Hall.

EVENING SESSION.

The meeting was called to order at half past seven o'clock, President Stearns in the Chair. The Throne of Grace was addressed by Rev. Lyman Beecher, D. D.

* Rev. Edward Beecher, D. D., then delivered a lecture on "The Influence of the Emotions and Passions on Intellectual Culture and Development."

The Association passed a vote of thanks to Mr. Wells for the faithful, able, and impartial manner in which he had presided over its deliberations, and for the active interest he had taken in its prosperity.

Mr. Walton offered the following resolutions, which were unanimously passed :—

Resolved, That the thanks of this Association be presented to the Lecturers who have addressed us on the present occasion ; to the editors and proprietors of newspapers for gratuitous notice of our meetings ; to the several railroad companies for extra accommodations ; to the Lowell Institute for the use of their rooms ; to the City Government of Boston for the use of Faneuil Hall ; and to those citizens especially who have so generously extended their hospitalities to the ladies in attendance upon the meetings of the Association ; also,

Resolved, That the thanks of the Association be extended to the Editors of the Massachusetts Teacher for the faithful discharge of their duties in the preparation of that highly important publication.

Mr. Smith, of Cambridge, offered the following resolution, which was unanimously adopted :—

Resolved, That we earnestly invite the attention of the Teachers of Massachusetts to the claims of the State Association of Teachers,—that we solicit the active co-operation of the Professors in our colleges, and of the principal and subordinate teachers in our incorporated and private academies, in the important work of elevating the profession of teaching, and thereby improving the condition of our schools,—that we regard the annual meetings of the State Association as an important means of strengthening the bonds of professional friendship and of awakening professional enthusiasm.

The subject of the Massachusetts Teacher was then discussed, and the importance of sustaining it was enlarged upon by Messrs. Wells of Newburyport, Parish of Springfield, Rowe of Westfield, Hammond of Groton, Walton of Lawrence, Eaton of Andover, Smith of Cambridge, Capron of Worcester, Philbrick of Conn., Dillingham of Sandwich, Tower of Boston, and Newcomb of North Chelsea.

The Association then adjourned. The next meeting will be held in Northampton.

N. B.—Writers of Prize Essays can have their productions returned to them, envelopes unopened, on application to Mr. Samuel Coolidge, Publisher of the "Teacher," No 16 Devonshire Street, Boston. Several Essays of 1852 still remain in his hands.

CHAS. J. CAPEN,
Sec'y M. T. A.

MEETING OF THE DIRECTORS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Board of Directors met at the Boston Latin School, Bedford Street, Saturday, Dec. 10th, at 1 1-2 o'clock. All but three of the Board were present.

Messrs Allen of Boston, Cowles of Ipswich, and Mansfield of Cambridge, were appointed a Committee to consider the subject of reimbursing gentlemen who were at pecuniary sacrifice in establishing the Massachusetts Teacher. The Committee to report in detail at the next meeting of the Board.

A Board of Editors for the "Teacher" was then chosen by Ballot. [See opposite page 1 of this number.]

The Committee on Diploma, Seal, &c., were instructed to prepare a simple blank form of Certificate of Membership, and also to procure a seal as soon as practicable, and report at the next meeting of the Board.

Voted, to offer Mr. Samuel Coolidge \$125.00 for 500 bound volumes of the Transactions.

Messrs. Stearns, Capen, and Mansfield were appointed a Committee to see what arrangements can be made to publish another volume of the Transactions.

The same Committee were empowered to dispose of the 500 copies of the first volume, should Mr. Coolidge accept the proposition.

The President was instructed to offer prizes for Essays, on the same terms as last year.

The Board then adjourned to meet on the 2d Saturday in March, 1854.

C. J. CAPEN, *Sec'y.*

OBITUARY.

DIED, Nov. 1, at Westfield, Mass., Miss Jane E. Avery, Assistant Teacher in the State Normal School.

This dispensation of Providence which has removed an able and a faithful teacher from the sphere of her earthly labors, demands something more than a passing notice.

Miss Avery had been connected with the State Normal School in her native town, either as a pupil or teacher, during the last six or eight years. Entering it at a time when it was considered a doubtful experiment, she had grown up, as it were, imbibing the true spirit of the teacher. She early schooled herself to look upon the work to which she had devoted her talents as one demanding, not simply high intellectual attain-

ments, but a noble and generous spirit. Accordingly, she directed her energies to that work with a full and just appreciation of a teacher's duties and responsibilities. Naturally distrustful of her own powers, she did not rest satisfied with a superficial examination of any subject which came before her for investigation. Thus she learned to labor, and in her labor to find her reward.

Three years since, she was appointed as a teacher in the school, and her labors in that capacity were continued till failing health warned her to desist.

As a teacher, she was eminently successful from the first. Kind and gentle in her intercourse with pupils, she did not fail to inspire them with her own spirit.

But this brief sketch would be imperfect were we to omit to say that she possessed "the ornament of a meek and quiet spirit." Miss Avery was a Christian; as not only the writer, but all who knew her can testify.

And this, if we mistake not, was the secret of her success. Her consistent Christian life, and her holy example, carried with them an irresistible power. In that little circle—the female prayer meeting which found in her a faithful supporter—there is a void not easily filled; and the band of teachers of which she was a devoted member, has lost one of its brightest ornaments.

Calmly as sinks the summer sun in the western sky, she went to her everlasting rest, leaving to us the consolation that our loss is her eternal gain, and also the assurance that she is reaping the rewards of a better life.

B.

For the Massachusetts Teacher.

EDUCATION IN NEW JERSEY.

(Correspondence.)

By walking fourteen miles, over a muddy road, through drizzling rain, I arrived at Hackensack, a few minutes before the hour appointed for the "Bergen County Teachers' Institute" to commence. This "Institute" is more properly an Association of a few "*live teachers*," and other friends of popular education, who hold stated meetings from time to time, for the discussion of topics and questions relative to school instruction. After preliminaries of calling to order, reading minutes, &c., the Institute was addressed by the Rev. A. B. Winfield, with much energy and ability, on the importance of a State or national system of uniform instruction. He argued that the true

idea of a republic, was that of *one great family*, and that *unity was the foundation*. That uniformity of instruction would produce uniformity in feeling, as well as break up provincialisms, and give uniform, national, correct expressions; thus rendering text-books and teachers permanent.

Essays and debates followed. Spirit and earnestness characterized the proceedings. The little spark of attachment to the cause, which I possess, was enkindled to a lively glow. All present seemed to receive new courage. When shall such meetings be held in every county, not only in New Jersey, but through the entire domain of this glorious republic?

Oct. 24, 1853.

VILCAN.

THE SCHOOL HYMN-BOOK; for Normal, High, and Grammar Schools.

This book has been introduced into the Normal Schools of this State, and into many others of a different character. Everywhere it has given perfect satisfaction. No compilation of Hymns speaks more for the poetic taste of the compiler, than this. It was necessary to exclude Hymns of a sectarian character, but it abounds in those which are expressive of the warm and grateful emotions of the heart, numbering many of the purest poetic utterances in our language. There is scarcely a poor Hymn in the whole collection. We learn that it has occasionally been used in one of our State Normal Schools, as a Reading Book. We would commend it as such to all schools, for there is no class of writings, as a general thing, so poorly read as Hymns, as many of our religious congregations can testify. Teachers in want of a book of this description, will find this all they can desire. Published by Crosby Nichols & Co., Boston.

In inserting the above notice, we feel that we are conferring a favor on such teachers, school trustees, and committees as have never examined this excellent collection. The compiler, for many years connected with public schools as a committee man, and intimately acquainted with their condition and wants, was induced to prepare this choice collection at the suggestion of some of our teachers, who had long felt the need of such a manual, and who knew the high reputation he enjoyed in our community, for extensive attainments in *belles lettres*, a delicate literary taste, and a truly catholic spirit.

The publishers deserve much credit for the extremely neat and beautiful style in which it is "got up," and the low price at which they afford it. We venture to predict that no teacher will willingly set it aside after having once introduced it into his school. — *Ed.*

THE MASSACHUSETTS TEACHER.

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F. N. BLAKE, EDITOR OF THIS NUMBER.

[February, 1884.

TEACHING TO THINK.

THE theme just named has been often thrown into the form of the educator's duty. However immature his mental capacities, or unripe the more primary processes of development, the pupil must be taught to think.

The import of a proposition like this is plainly, that judging, comparing, inferring, and deducing, should be made the matter of instruction at as early a stage of the scholar's educational career as possible. There is doubtless much of practical wisdom in a suggestion of this kind, provided the pupil has material for thought.

It should be borne in mind that what is understood by thinking, is more the spontaneous effort of active mental ability, than it is the fruits of direct professional labor. The widest compass of the instructor's field of toil is to furnish food for the mind, present inducements to energy, supply the higher impulses to an elevated course of acquisition, and to precede the pupil with the aids of demonstration and explanation. Impart mind, or give thought, — he can do neither.

A primary fact is often overlooked in our eagerness to see the student making rapid advancement; the first efforts of the human mind are in the direction of fact-gathering. The observer of the various mental phenomena manifested in childhood, though it is often very difficult to distinguish these phenomena from those which are purely sensitive, must have perceived this fact, and, perhaps, have also made it the basis of a successful career of instruction. Facts and incidents must be laid up in memory by ceaseless efforts both of pupil and instructor. Thinking implies that the mind manages after having prompted its

own operations. The process of thinking is therefore mostly one of mental evolution. But previously to the young mind being capable of this, there must be a history of romantic conceptions, of fictitious sketching of life-scenes, of fact-assembling, but not generally of what we may dignify as thought.

Thinking implies the process of generalization, of which childhood is capable only in a slight degree. It looks rather for the quality in an individual, than for the characters of species and genera. It is more fond of isolating than of combining, of gazing at the material thing or object than of studying the laws of its being, or of applying the principles of classification.

A similar position is tenable relative to childish incapacity to look at things and principles in the abstract. But abstraction comes to be an easy exercise of the mind at a later period of life, when the antecedent experience of years has gone before. Yet thinking can never be taught or conducted without this capability.

The true theory of educating the youthful mind to think is to train it to a vigorous and continued exercise of memory. But this implies much. It must have facts, forms of speech, modes of demonstration, processes of incipient analysis and combination; indeed, it must have a share of what makes the bulk of the knowledge of mankind. The purposes of ordinary speech, without which mind cannot think, require it to have laid up a vocabulary. Computation requires a fund of arithmetical lore, though small, yet indispensable. Food is what the mind at first most needs. Give it ratiocination enough to exercise and develop its young strength, but no more.

A retentive memory is the result of attention, a productive memory of constant use. But every possible expedient of authority and entertainment must be employed to stimulate a desire for mental acquisition. For such a capability sustains the same relation to the mental organization as hunger does to the body — it is the appetite of the mind. In quite young students, this faculty is mostly satisfied with the incidents and facts of narration. Simple stories, the two bears and Elisha, the three Hebrew worthies and furnace, the history of Joseph, the call of Samuel, the narrative of David and Goliath, furnish some of the first elements of juvenile thought, if indeed we may apply such an exalted term as thought to so humble attempts at mental activity. Other efforts than the seat this period of life are precocious. Reflection and ratiocination belong to later development.

Thinking must be presented to the young mind in simple but attractive forms. Amusement should look on the student in the school-room and smile on him. Short and wise sayings should meet his eye. Kind words should greet his ear. A fund of rich illustration should be at the command of the instructor as the occasion demands.

While we concede to the truth of the proposition that the pupil should be taught to think, we yet claim it equally true that he should be made the subject of the most available labor — that which richly furnishes him with exhaustless stores of material for thought in maturer life.

“HOW THE LAWE IS OUR SCHOOLEMAISTER.”

From an old volume of Commentaries on the Scriptures, collated by John Marbeck, and published at London, in 1581, we copy literatim, the following quaint exposition, by Luther, of the 24th v. 3d chap. of Paul's Epistle to the Galatians.

The schoolemaster is appointed for the childe, to teach him, to bring him up, and to keepe him as it were, in prison, but to what ende, and how long? Is it to the ende that this straight and sharpe dealing of the schoolmaster should alwaies continue? Or that the childe should remaine in continuall bondage? Not so, but onely for a time, that this obedience, this prison and correction might tourne to the profite of the childe, that in time, hee might be heire and Prince. For it is not the fathers will, that his sonne should alwaies be subject to the schoolemaister, and alwaies beaten with rodde, but that by his instruction and discipline, he may be made able and meete to be his fathers successour. Even so the lawe (saith Paule) is nothing els but a schoolmaister, not forever, but till it have brought us to Christ: as in other wordes he said also before. The lawe was given for transgressions, untill the blessed seede should come. Also the scripture hath all under sinne. Againe: we were kept under and shut up unto faith, which should after be revealed, wherefore the law is not onely a schoolemaister, but it is a schoolemaister to bring us unto Christ. What a schoolemaister were he, which would alwaies torment and beate the childe, and teach him nothing at all? And yet such schoolemaisters were there in time past, when schooles were nothing els but a prison and a very hell, the schoolemaisters cruell tyrants and very butchers. The children were alwaies beaten, they learned with continuall paine and travaile, and yet few of them came to any prooffe. The Lawe is not such a schoolemaister, for it doth not onely terrifie and torment (as the foolish schoolmaister beateth his scholers and teacheth them nothing) but with his rods he driveth us to Christ: like as a good schoolemaister instructeth and exerciseth his scholers in reading and writing, to the ende they may come to the knowledge of good letters and other profitable things, that afterward they may have a delight in dooing of that, which before when they were constrained therunto, they did against their wils.

SUPERINTENDENCE OF PUBLIC SCHOOLS.

THIS is a business of no ordinary responsibility. Nor are its duties to be coveted for mere pastime; although many of them are indeed sources of pleasure to the man who really loves and seeks to promote the cause of education, and even the more unpleasant parts of his task yield, in their performance, a heartfelt satisfaction to the faithful and impartial administrator. But there are often circumstances connected with this department of usefulness which make it an undesirable *toil*; — a toil for which nothing can repay the laborer short of the approbation of the community, his conscience, and his God, on the one hand, and, on the other, a much larger stipend than is usually meted out in the towns and cities of this favored Commonwealth.

But still these duties must be performed. V As teachers we feel the importance of a kind, judicious, and faithful supervision. We need *counsel* and *support* in our arduous work of teaching. The superintendency of our public schools is an important, nay, I had almost said, an indispensable part of the machinery which our legislators have so wisely put in requisition for the training and harmonious development of the energies of the children and youth of our State. And while, as teachers, we even *court* as well as prize the aid we derive from this source, may we not be allowed to say a word, through our own organ, with regard to what we deem THE MOST EFFECTUAL METHOD of accomplishing the work in question?

The choice, in this case, lies between the old and still more commonly practised method — that by school committees, chosen in the several towns and cities, and that by the agency of a single superintendent. Quite a number of the towns and cities of our State have adopted the latter method for the practical purposes of school supervision, although they still choose their school committees for objects required by law to be provided for. And these committees, in such cases, I believe, usually, have committed to them the power of selecting the individual who is to have the principal management and oversight. Perhaps this is the best arrangement. Be this as it may, the unanimous testimony respecting the single superintendent method, so far as we have had the means of knowing it, from places where it has been tried, is decidedly in its favor. I know not what may be the opinions of teachers and committees generally upon this subject, but for myself I am in favor of this method, and that for the following, among many reasons: —

1. Where one individual has the care of all the schools in a town, or city, he usually receives a compensation sufficient to

make it an object for him to bestow his time and attention upon the duties involved, to a degree and in a manner which cannot reasonably be expected of persons where the work that can be performed by one man is divided between three, five, seven, or more, as the case may be, with very stinted pay, if indeed they have pay at all.

2. It is a fact so generally admitted as almost to have become a truism, that the concentration of powers and duties in wise and faithful hands, with suitable safeguards and guaranties for their due exercise, legitimately secures the greater degree of efficiency.

3. Where, as in the towns and smaller cities, the one man may make all the visits to the schools, taking notes of their individual standing and progress from time to time, from the beginning to the end of the term, or year, he certainly has more minute and exact data from which to ascertain the advancement made, than a school committee ordinarily have, where one of their number visits at one time and his associate at another. It may, perhaps, be replied that in some of the towns and cities, the committees are accustomed to divide the labor, so that he who has the care of visiting a school, has it for the year; and that thus the evil alluded to is avoided, at least in part. Be it so. This is indeed a good arrangement, so far as it goes. But it more often happens that there is no such division, and sometimes in this matter, as in other things, that "what is every body's business is nobody's," and little if any supervision at all is had.

4. Then, again, if one person have charge of all the schools, he has an opportunity to observe the excellences and defects of each; to compare one with another, and one teacher with another; to suppress the evils, and the less efficient modes of teaching and government in one school, by taking the scions of the better modes in others, and transferring them, and grafting them on the less fruitful stocks: thus studiously and industriously seeking to improve the whole, and advancing all the schools under his care as much as may be practicable.

Other considerations might be urged, but as I wish not to extend this article beyond its present length, I conclude by venturing to express the hope that if anything in the shape of *law* is needed to give form and direction to this method of school superintendence, it will be done by our State Legislature at its present session. I am happy to add that some of our first educationists in the State, including, if I mistake not, both the late and the present Secretary of the Board of Education, have favored this method.

THOUGHTS ON EDUCATION.

THE term *Education*, etymologically considered, means the bringing out, or the developing of the various powers or functions of the subject to which it is applied. When applied to man, it comprehends the development and culture of all his powers, physical, mental, and moral. These different powers thus classified, have given rise to different kinds of education; which have been denominated, respectively, physical, mental, and moral education. It is to be regretted that efforts should ever have been made to separate these; which are, in reality, but *departments* of a unit. Such, however, has been the case.

In the world's history, attention has been given to these, in the order just mentioned. Physical education has been, in most instances, the first regarded. The cause of this will appear upon a moment's reflection. In the early history of the world, and equally in that of almost every individual nation, *war* was the chief occupation, and the principal subject of thought. As contests for power and realm were decided rather by the strength of the arm, than by strategy or diplomacy, it became a subject of interesting inquiry to each state, *what training will afford the ablest warriors?* Various means were employed to accomplish this desired result. Among some of the early nations, great pains were taken to make the mothers hardy and strong, that their offspring might partake of the same qualities; and their offspring, as soon as they passed from the maternal bosom, were subjected to such discipline as was calculated to improve, to the utmost extent, these powers. Some of these nations made this a subject of distinct legislation. Especially is this true of ancient Persia and Sparta. In the latter of these States, the bath and gymnasia were resorted to, to develop and strengthen the muscular system; temperance enjoined, to prevent effeminacy; and the separation of individual families, and the union of the whole in one, practised, in order to break up, as far as possible, all private attachments, which might, in the day of battle, militate against success, and substitute in their place a love of country, and of their profession as warriors. Almost incredible to us are the records of the achievements of such men; and the labors of Hercules, which doubtless had a foundation in fact, are, at the present day, regarded merely as the poetic offspring of an excited imagination. Nothing was left undone to render the Lacedemonian a giant in nerve and muscle. Every species of exercise was resorted to, in order to call into play, to develop and strengthen, every part of the physical system. It was, in fact, a complete *education*, in the strictest sense of the term, of all man's physical powers.

As the world advanced in civilization, the education of the *mind* began to be added to that of the body. But here we mark a change. In the latter, the anatomy of the body was thoroughly studied, and such means employed to develop and strengthen its various powers as were best adapted to produce the desired results. But in the early history of mental cultivation, instead of attempting to *draw out* and invigorate *all* the powers of the mind, the effort was confined to only a few. The chief of these were the imagination and the memory. The reflection is a melancholy one; but the present age seems to have made but little *practical* advancement upon this incipient movement. Since mental philosophy has been ranked among the sciences, there have existed two theories in regard to the education of the mind.

The one, that all education consists in simply acquiring a knowledge of facts in relation to different things; the other, that it consists chiefly in the development and invigoration of *all* the powers of mind.

In accordance with the former theory, the great object of pursuit is *knowledge*. The *FACTS* are wanted, and when once obtained, all is accomplished that was designed. If we examine the great majority of schools and academies, in many of the States, we shall find this the governing principle of action. Almost the only powers of the mind which are called into action, at least to any considerable extent, by this system, are the imagination and the memory. The *thinking powers* are suffered to lie comparatively dormant. There are two very simple reasons for this: it is easier for the learner to remember, than to think; and for the teacher to require a knowledge of facts, than a full understanding of them and their various relations. A third reason may be found in the want, on the part of parents and guardians of youth, of a correct appreciation of what education really is. Hence, we have often heard the question asked, "Of what use will this, that, or the other subject of study, be to my son in future life? He will never make any use of it after he leaves school." This question, frequent as it has been asked, when properly viewed, is about as sensible as would have been the one from a Spartan father, when viewing the gymnastic exercises: "Of what use will it be to practise all these? They will never be needed in the battle field." The reply in the latter case would have been: "It prepares the muscular powers for such contests." A similar answer should be given to the former. The other theory is undoubtedly the true one, viz.: that the education of the mind should consist, primarily, in the *education* and *invigoration* of its various powers. To carry this out in practice, several things are necessary. Among these may be enumerated, a more correct

knowledge of the various powers of the mind itself, on the part of teachers; a higher and more correct appreciation of the value of mental culture, and in what it consists, on the part of parents and guardians; the commitment of a fewer number of pupils to the same teacher, and a consequent increase in the price of tuition; and a greater length of time and amount of labor bestowed upon the different branches of study by the pupils themselves.—*Hingham Journal*.

THE SCHOLAR'S JOURNAL.

My plan is this: That by a very simple arrangement in all the schools, the scholars at the proper time be required to keep a diary, journal or record of whatever appears to them the most interesting and worthy of remembrance — this, of course, to be a daily exercise. By this means a foundation may be laid of incalculable benefit in after life. It should be required of each scholar to exhibit his performance daily to his instructor, and likewise to his parents. Whenever the subject will permit, let the scholar make a drawing, sketch, diagram, or picture of what he wishes to describe. This process will have a great tendency to call forth the peculiar talent of the scholar, and the result will be, no doubt, frequently to produce accomplished draughtsmen and artists. By these means, likewise, the *thinking* faculties are brought into action at a very early period of life, and the youth of our country will be made something more than mere *automata*, to repeat the thoughts or words of others. I always found that, by making when practicable, a diagram or drawing of whatever appeared important or interesting, it left the most lasting impression, and a mere glimpse of it, years afterwards, would instantly recall the original conception. This can be done in the study of mathematics and the mechanic arts, by diagrams — in history or geography, by maps or sketches — in botany and in all the branches of natural history, by drawings, &c. — and so in most of the branches of human learning and investigation. If desirable in an advanced stage of education, this plan can be carried out by a short-hand system, which will give great facility in many of the transactions of life.

The habit thus contracted at school, will naturally be carried into all the business of life. It is evident that no one will attempt to describe or picture anything, unless he thinks he has something in his mind to describe — and the effort to put it in form upon paper will cause him to think, to reason, to write, draw, &c., and will be of great importance, not only in forming a correct style in composition, but great facility in expression

and thought. The faculties of the young scholar are not too severely tasked by these exercises — but they become a pleasant and agreeable employment. In the progress of education, this scheme would create a great storehouse of information in all the branches of human knowledge, and would always be at the command of the recorder. The custom would lay the foundation of regular and systematic habits, not only in business, but in all the affairs of life, and would most likely insure success in whatever employment might be selected. The regulations here suggested may be adopted at the most trifling expense in any existing or proposed system of teaching, without interfering with any arrangements that might be desired. No favorite systems are attached or prejudices molested — and it appears to me, if the proposed plan is introduced into our schools, thousands and thousands will hereafter bless their stars that such habits were inculcated in their early youth.



FRENCH TRAINING OF YOUTH.

FROM a Chapter on Education, in "Parisian Lights, and French Principles," we extract the following remarks on the influence of French training of youth. The author, after having prefaced that he took his children with him to France to be educated, says:

Boys are sent to boarding schools or the seminaries under the supervision of government, where the discipline is rigid, and the exclusion of external influences as complete as stone walls and watchful guardians can render it. The teachers sleep with them, watch them at the table, are with them during their play hours, and they are never allowed to leave the walls of their seminaries without their presence; in short, they make themselves the pupils' shadows. The rule is never to leave them alone on any occasion, and the strictest watch is held over the servants and porters lest they should connive at procuring forbidden indulgences from outside the walls. If the tutors were of irreproachable morals this system would work better than it does; but when it is considered that frequently in what is called a fashionable school, they receive salaries of not over \$100 per annum, no very lofty qualifications of either character or attainments should be expected. They are as likely to be accomplices as the preventives of the pupils in their attempts at mischief or depravity. It is no uncommon event to find that those youths who have been most jealously watched, even in the least exceptionable of these establish-

ments, have acquired sufficient address to convince their anxious parents that they are as innocent of even the knowledge of evil as babes, while they are in reality adepts not only in theory but of what their mothers least wish them to know. The American system undoubtedly allows too much latitude to youth, particularly in not subjecting them to wholesome discipline, but it preserves them from systematic hypocrisy and fixed habits of falsehood. If education were simply the acquisition of general knowledge, the sciences, classics, or accomplishments, the American parent would find the institutions of France unexcelled by those of any other country. In the solid ornamental branches they furnish for both sexes every desirable advantage. Intellectual knowledge is, however, but one part of education. Without principle it becomes the worst foe in society; with principle, its best ally. I do not mean to be understood as implying that the morals are neglected. On the contrary, they are rigidly cared for after the French standard. But this in my judgment is one cause of the unfitness of the nation for the republicanism of the school of Washington. After an attentive examination into their system of education for youth, I am decidedly of opinion that if American parents wish to rear a generation of American children, they by far had better intrust them, both for their morals, and the principles which are to be their guide in civil life, to the public schools of their own country, rather than to the highest seminaries of France. I have seen the results of this nurture in too lamentable shapes to come to any other conclusion than that, while it rarely is calculated to make an American successful abroad, it is quite sure to destroy his capacity for patriotism at home. Dissatisfied with the genius of his native country as being adverse to his acquired taste, he finds himself, as it were, expatriated, without the solace of being naturalized elsewhere. American citizens can best be reared amid American institutions. Corporal punishment being entirely done away with, French teachers are as much at a loss for a substitute to preserve discipline as are our worthy reformists in the navy. They resort to a multitude of penances, the most efficacious of which is perhaps imprisonment, but their general aim is to create shame or mortification. They seek to arouse emulation by a graduated system of rewards, which results in the early development of a passion for prizes and decorations. This is pushed to such an extent that the bauble often becomes the substitute for the principle, and the vanity of display takes the place of love of knowledge. These "rewards of merit" are coveted with an eagerness by all classes that to their graver neighbors savors of childishness. Hence, through every department of society, they are distributed with a profusion that elsewhere would destroy their

value. It was with difficulty I could prevent one of the most simple-hearted and conscientious of professors from bribing my children to learn their lessons. The perpetual argument is, "Do this, and you shall have that." Some one, with more severity than truth, has said that all children are by nature liars. The teacher of one of the best conducted boarding-schools of Paris, who had several American children under his charge, remarked that they were the only boys in his establishment on whose word he could rely. Where appearances are the chief aim of life, there must exist a corresponding amount of deception. The material lie readily becomes the moral lie. Truth is not placed upon its right foundation in the young. How can it be when there is no reliance put in their good faith? The education of the children prepares the way for those lies of convenience or etiquette so prevalent among the adults. The simple English yes, or no, has no weight in France. To induce belief, adjurations are added, or a sort of sliding scale of expressions, by which you are made to comprehend with what degree of certainty you may rely upon any promise or assertion. I shall never forget the expression of surprise with which a young American girl, to whom falsehood was an unknown tongue, explained to me that her teacher required her to swear to keep a promise; and on another occasion, with mingled indignation and astonishment, exclaiming, "My teacher tells lies." She had detected some of those petty larcenies of truth which here would not be called by so harsh a name. Children are no casuists. They should be taught, by precept and example, the plain rule, to tell the truth under all circumstances, and leave the consequences to take care of themselves. The French habit arises not so much from evil design, as from a desire either to convey pleasure, or to avoid giving pain. A physician deceives his patient, to convey encouragement; the tradesman promises, to secure patronage; gallantry is proverbial for its falsehood, and vanity must be fed upon lies. The domestic is more ingenious in evasions than a creator; and your friend will never be frank at the expense of wounding your "*amour propre*." Suspicion is so disguised in the finesse of courtesy, that its sting is scarcely felt; while deception treads so lightly as barely to leave a trail. Whenever manners and morals have their source in the head, and not in the heart, this condition of things will exist. Yet, it is impossible not to admire their exquisite tact, which, in seeking a favor, seemingly confers an obligation. Perhaps the most prolific source of falsehood arises from the wish, as they express it, "*pour faire plaisir*," to give pleasure. A lady of my acquaintance had an old domestic, in whom she placed great confidence. She gave him an order one day, and, some time after, asked him if he

had attended to it. "Certainly, Madam; it is arranged as you wished." She afterwards discovered that he had not obeyed her, and asked him why he wished to deceive her, as he well knew she preferred always to know the truth. "Ah, Madam, I told you so to give you pleasure — a little lie does no harm."

SCHOOL GOVERNMENT.

DECISION of character is important in the teacher in order that he may govern. When correct views have been elaborated and a determination has been reached, then decision is necessary that those views may be carried out, and that determination acted upon. Decision of character is necessary to prevent useless and hurtful changes of view and courses of administrations that powerfully tend to prejudice the pupil's mind against all government. Even a very imperfect view of what a school ought to be, if it be energetically carried out, may prove less injurious in its operation than a better view less wisely administered. Then it is a true principle in governments, *Si ceditis vincimini*. If you give way, you are conquered. There are times when peace is best promoted by firmness. When the teacher has settled his mind on certain courses of conduct, there let him remain firm in his purpose. True, indeed, it is of the highest moment that his purpose be well chosen, and if he has sufficient wisdom, it will be, and it is always here supposed that a right purpose has been formed. When it has been, the teacher must not be easily frightened from that purpose; but must remember that on the carrying out of that purpose, may, and probably will depend the whole question of order in his school.—*N. H. Report*.

KNOWLEDGE VS. LEARNING.

I read very recently, I think in a penny magazine, of a little girl belonging to a free school, who was asked by one of the governors, on a public day, how such and such a thing happened to be so? She could give no answer. Her interrogator gave her the clew, and, with his assistance, she went through the account from point to point, and came to the right conclusion. "But how is it that you could not tell me at first; I thought you learned all these things regularly?" "O yes, sir," replied the child, "I had learned it before, and often, but I never knew it till now." She was right, as right as reason itself, not indeed logically, but instinctively, and therefore more surely; knowledge is conscious truth, but learning, as we get it and possess it, is often neither truth nor consciousness.—*Self Formation*.

[An Extract from a Lecture upon the Practical Educator, delivered before the Dukes County Educational Association, by Rev. Robert M'Gouegal, A. M., Principal of Dukes County Academy. Published in a pamphlet form by the Association, for gratuitous distribution.]

THE INSTRUMENTS AND AGENCIES TO BE EMPLOYED BY THE EDUCATOR.

WE now enter on the consideration of a department of our general theme to which the educator is enchain'd throughout his continuously repeated efforts in imparting knowledge. He must perpetually recur to truths, to principles, to facts, in the world of mind and of matter. In order to lay the firmest of bases to youthful training, it will frequently become necessary for him to turn from theories, from hypotheses, from mere accomplishments, and from even the wishes of pupils who would be orators before they are scholars, to what is solid and useful. The educator has to do with the most precious things known to us in the universe of God — the mind, and what it feeds upon. To the duties of this great employment, do many devote themselves with aspirations far below the dignity of what they assume. The hireling, the ejected from other employments, the fop in letters, and the sluggard, should fly the vocation of educator. It has been more than intimated that studies pursued by scholars are laden with proper nourishment of the intellect, yet the greatest discrimination and care should be exercised. Parallel with this sort of training must proceed a line which shall co-extend with it — that of character, education. In furtherance of this purpose we would suggest a complete knowledge of that masterly influence, *motive*, to the instructor. But such an attainment can be achieved only from a study of the biographies of the great and the good. The agency of man does not go away with him when he disappears from among men, but lives long after he is laid to sleep with his fathers.

Should we pursue this train of thought under the same philosophy with which we have thus far conducted it, it becomes necessary to distinguish between the course here commended to the attention of educators, and what are termed (though very inappropriately) utilitarian views. The sentiment has obtained especially among self-made men, where least of all it should have found countenance, that education, such as the common people want, is only that degree of mental training necessary to conduct respectably the actual business operations of life. But business, enterprise, inventions, discoveries, every thing in the present operations of the world, owe what they are in the American world to the higher kinds of educational training. But

our occupation is not what we are to be chiefly fitted for — not the great end of life — not the all-absorbing concernment of our probationary period. Education is the end of life here — vocation the means. Nor should it be forgotten that each succeeding age should rise above its predecessor in prosperity and in knowledge. We, therefore, as our Anglo-American fathers did for us, are under the highest obligations to place posterity on a vantage ground not occupied by ourselves. And to show this to be the will of God, he has so ordered human affairs that one generation shall have the educational training of its successor before it goes from the stage. But the legitimate province of instruction is in its more liberal range, not to make a mere plodding business man, but to make a thinking man. To become such a man he must rise to the comprehension of a large field of the material of thought — a thousand principles which he may never practically apply — truths also which have the only but the lofty purpose to expand, to strengthen, and to beautify the mind. This is with special emphasis true of mathematical and classical studies. Nearly as much may be uttered of that vast storehouse of knowledge, history, and of that wide range of philosophy and fact over which the lowest grades of intellect must go ere they can be graduated to respectable manhood. Robustness and growth are the aim of those instrumentalities and agencies employed by the educator in his elevated processes of training. To achieve this, he must aim higher than a mere utilitarian, business education. The true philosophy of education requires that all of the richest sources of aid should be drawn upon without scruple, and even gladly. The most prolific of those sources are found in what our predecessors of other ages have thought, written, and left behind in books. The Past is rich. Spanning, as it does, the times which have preceded us, all of which have left many discernible lines of knowledge, it has laid up exhaustless sources of advancement. Wonderful in greatness and in beauty and in variety, are the treasures contained in those languages which have ceased to be spoken. Exploration is an imperative obligation; for their wealth is to be drawn forth, and the diligent student is to be made the possessor of it. The absolute necessities implied in the relation of the pupil, make a demand on the energies of the educator equal to a fixed and omnipotent law of life. There is a perpetually occurring *why*, which ever startles the mind of the inquirer into earnest expectancy, and whose utterance must be met with an intelligent response. This monosyllable is expressive of that restless curiosity, or appetite for knowledge, which sustains a similar relation to the intellectual growth, that hunger does to the development of the physical stature. Ignorance cannot teach. Indolence is unable to lead. If the professed educator

is unacquainted with the great principles, truths, and facts which make the substance of learning, he is a sterile and unproductive soil, prolific of famine, but not of plenty. If he does not think, he cannot induct others into habits of thought. The conclusion, therefore, is inevitable, that whoever assumes the functions of education to the young, must acquaint himself with those multiplied instruments and agencies of high import which are abundantly furnished to his hand and are admirably adapted to his purpose. Nor can the following principle and fact here escape the discernment of the reflecting, that the human mind, both in its own operations and in greatness and texture of its works, proclaims the origin of its training, together with the agencies employed in accomplishing it. When John Quincy Adams stood up among the princes of legislation as the distinguished defender of the right of the sovereign people to petition their servants on any great question, no one needed to inquire from what part of the land he came, or from what paternal stock he derived his origin, or to what quarter of the firmament of the great he belonged, or under what educational influences his magnificent stature of mental and moral manhood was reared. That celebrated conflict taught all that any one needed to know. Here is a noble triumph of the educator's function in the hero of Quincy.

But it may be objected that such a man is produced but once in an age. Let this be granted; still it remains true that the same means and labors will accomplish proportionably great results, though productive of other and less magnificent specimens of the man. The All-Wise has hidden from human eyes which are to be the first in mental stature among men. So the educator keeps on at his work of plying the instrumentalities and agencies of education, by which all lower gradations of natural endowment rise to be the utmost that can be made of them, while the first orders of ability, under a similar training, attain the most illustrious preëminence. Still another illustration of the effect of agency in intellectual culture is presented in the Cicero of classic Rome. During his earliest years he had been educated to the learning of his times. While yet in early life this great orator had travelled extensively in Greece, and had gathered together with unrivalled industry the choicest treasures of Grecian lore. He had also been trained in the polite learning and eloquence of that land of heroes and of letters by the ablest rhetoricians of the age. But the intelligent student of the fruits of his prolific pen scarcely need to be told of all this respecting Cicero, for the discriminating mind discovers in him most gracefully combined the strength of Grecian eloquence and the polish of Roman learning. The principles, truths, and agencies employed on the youth of this man,

are distinctly traceable in the career of glory which he ran, in the style in which he discharged the functions of the most responsible and elevated positions, and in the beauties of those classics which have come down to us through the wrecks of many generations from his wonderful pen. Nor can it have failed to foster in the memory of the classical scholar what a noble tribute Cicero touchingly paid his revered instructor, the Poet Gracchus, when he laid his matchless abilities, his great erudition, and his charming oratory, at the feet of the man who first taught his mind to think, and his genius to aspire.

METHODS OF INSTRUCTION.

IN teaching, as in other branches of business, there are a great many excellent methods. These should be generally understood. But that is the best for each teacher which he knows best how to apply and carry out. It is not possible for all persons to adopt successfully the methodical system. To urge a particular system in all its minutiae will as often confuse as render assistance. It is better to leave an intelligent and interested teacher with approved plans before him to lay out his own course. But whatever course or method shall be followed, it is hoped that a few cardinal points will never be lost sight of, for they steadily point to the great end of the school, not to make scholars learn what is found in the books merely, but to make good citizens and a prosperous, happy community. Among the most conspicuous of these are the following: First, let upright conduct, gentle manners, kind feelings, and a cheerful disposition be talked of, illustrated, and insisted on by the teachers and all others who can be persuaded to the kindness, continually, in school and out. Secondly, let there be something in school made interesting and attractive to the scholars,—some studies, exercises, anecdotes, or illustrations, the more useful the better; but there must be something in school that scholars will expect with pleasure and enjoy with delight. Thirdly, let it be constantly impressed, both in discipline and instruction, that the chief business of the school is not confined to the walls of the school-room, but relates to the world without, to life and society. Fourthly, let there be that patient carrying out of some regular system which shall have a tendency to bear scholars along in the right way, as it were, upon the current, even if they do not always tug at the oars with all their might. These things will invite youth pleasantly to the sciences, and like the sun's rays upon the traveller, entice away from them that cumbrous cloak, the dislike of school, which all the rude peltings from time immemorial have not been able to drive off.— *N. H. Report.*

MR. WEBSTER'S HABITS OF REFLECTION AND STUDY.

AMONG the most able and finished addresses in honor of the memory of Mr. Webster, is one delivered by Mr. Whipple, of Providence.

As an example of Mr. Webster's practice of study and quickness of comprehension, he tells the following anecdote :

I had direction from a client, in 1818 or 1819, to consult him upon a case of some importance, a case in which were presented numerous cross questions of law and equity, so ensnarled and entangled, that it required days and weeks of hard labor to discover a channel way over its shoals and amid its rocks. I called on Mr. Webster on the evening of my arrival in Boston, and stated the case. He saw its difficulties, and observed that the early morning was the period for such a labor, and requested me to meet him in his study at an early hour, which I accordingly did. Before the hour of dinner, he had threaded all the avenues and cross paths of the labyrinth, and he gave an opinion so clear and so comprehensive, that at the dinner table I was induced to ask him what had been his system of mental culture. He gave me an outline and the reasons in support of it. It was this : That so far as training was concerned, the system which experience had shown to be most conducive to physical, was equally conducive to mental power ; that the training in both cases should be the same ; that it was a law of our natures, that the body or the mind that labored constantly, must necessarily labor moderately. He instanced the race-horse, which, by occasional efforts in which all its power is exerted, followed by periods of entire rest, would in time add very largely to its speed ; and the great walkers or runners of our own race who from small beginnings, when fifteen or twenty miles a day fatigued them, would in the end walk off fifty miles at the rate of five or six miles an hour. I think that he also mentioned the London porter, who at first staggering under a load of 150 or 200 pounds, would in time walk off with six or eight hundred pounds with apparent ease. The same law governs the mind.—When employed at all, all its powers should be exerted to its utmost. Its fatigue should be followed by its entire rest. He stated that he was generally in his study at five in the morning ; that whenever mental occupation employed him, he put forth all his power, and when his mental vision began to be obscure, he ceased entirely and resorted to some amusement or light business as a relaxation. I remember distinctly his quotation from Chesterfield : " Do one thing at a time ; and whatever is worth doing at all, is worth doing well."

I cannot remember the language, but merely his general views. His views of mental culture led me to some thought and reflection, which ended in the entire conviction, that the great object in view was mental power, and not mental acquisition alone. The greatest readers are seldom the most profound thinkers. The mechanics with the greatest variety of tools are not always the best workmen. Books, as Bacon observes, are but helps to the mind. Eloquence such as Hamilton's, Henry's, Dexter's and Webster's, or Shakspeare's and Demosthenes', rarely proceeds from men of great learning. It is intense thinking, the slow and painful process of concentrating all the powers upon a given subject, that lies at the foundation of eloquence. Mr. Webster was an eminent instance. I was at Washington during the debate in the Senate principally by Hayne and Webster, but my professional engagements deprived me the pleasure of listening to it. After the delivery of the speech of Mr. Webster, many, if not all the members at our table, among many other laudatory remarks, commended it for the novelty of its views of the Constitution. When I came to the reading of the printed speech I recognized what I had seen or heard before, and finally traced the source of these impressions back to Mr. Webster himself.

In a long walk on Rhode Island, in the year 1822, he propounded to me for my opinion, a number of supposed cases of conflict between the Federal and State Governments. I replied that they were questions of entire novelty which I had never thought of. He went on to give his views, which he did somewhat at large. From that day up to the reading of his great argument I had not bestowed a thought upon them. The first opportunity I had, I asked Mr. Webster if he recollected our walk upon Rhode Island. He said perfectly well, and he also said that he had occupied a large portion of his leisure hours upon the Constitution of the United States, and that probably no question could well arise between the power of the States and that of the United States, which he was not as ready to discuss as he ever could be. Mr. Justice Story, to whom I mentioned the circumstance, also stated that to his certain knowledge Mr. Webster required little or no preparation for questions of that character; that he had thought deeply and intensely on the subject for years, and was therefore prepared at any time and upon any occasion. I hope I may be pardoned for this episode.

* * * I have been with him more than once when the Colossus who approached nearer to him than any of the great men I have seen with him, was present. By this you will understand that I refer to Mr. Calhoun. I have been with him when lawyers and orators, book makers and book readers, and

now and then a man of science were present. I have also been alone with him on the banks of the trout brook, and on the rocks of the ocean coast, and I do not remember that I ever parted with him without an increased admiration of his mind. He not only brought more than his share of wisdom and learning to every intellectual banquet, but more also of humor. His very presence elevated our conception of the dignity of man ;

“A combination and a form indeed,
Where every god did seem to set his seal,
To give the world assurance of a man.”

At times he has also transported my mind to the belief in the entire truth of the beautiful remark of Bolingbroke : “ Socrates entered a prison with the same countenance with which he subdued the thirty tyrants. For how could it be a prison while Socrates was there ? ”

EMPLOYMENT.

THE teacher who would govern his school, must keep in memory one of the first principles in the philosophy of mind, that what one does *from his own election*, is done much *more cheerfully*, than what is *demand*ed of him *as a task*. If the teacher can interest his pupils in employment, excite their minds with the love of knowledge, and engage them in their studies, he may both improve them in knowledge, and easily govern them. Let the teacher, then, say little about *government* ; about what *he* shall do, or *they* must do ; but let him devote himself sincerely and arduously to *teaching*, and exciting his pupils to the acquisition of learning. If he has any refractory scholar, let him devote to that one some particular attention, in the way of explaining his lesson, or in interesting him in the school. This course will generally succeed much better than threats, or loud talk about order. Besides, one cause of disorder in school is want of employment, more than deep-seated viciousness, or a settled determination to resist the authority or wishes of the teacher. If the teacher would ask himself, How can I govern my school ? let him answer it in part by another question : How can I engage every scholar in his studies ? One method is, for the teachers to spend but little time in school-hours in discourse about order, or other matters than those pertaining to recitations. If the teacher would have his pupils to work, let *him* work ; let him call upon every scholar to recite ; and instead of faulting him as an ill-behaved scholar, ascertain why he has not learned his lesson. — *N. H. Report.*

ESSEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its twenty-fourth annual meeting at Andover, Friday and Saturday, 21st and 22d inst.

The Association was called to order at half past 10 o'clock. Prayer was offered by Rev. Mr. Emerson of Andover. The President, John Batchelder, Esq., remarked upon the objects in view by the first members of the Association. He feared we had not given so much attention to the practical business of teaching of late, as formerly; we had doubtless progressed, but it should be borne in mind that new teachers were continually entering the field, and that they need to be taught and encouraged in the same way from year to year.

Prof. Stowe of Andover, welcomed the Association in an eloquent address. He believed there was no place upon earth that could boast greater physical advantages than Essex County; nowhere were they better improved; it was necessary that the intellectual progress should keep pace with the physical culture. He believed this to be the case in Essex County. In 1836, the schools of Prussia realized his ideal of a school—since that time, he had seen better schools in Massachusetts than he had ever seen in Europe.

The following resolution was adopted without discussion:

Resolved, That the Bible should be in *constant* use in all our schools, as the great source of moral and religious instruction.

On motion of Mr. Wells of Newburyport, the remarks of Prof. Stowe on Progress were made the subject of discussion. Mr. Wells thought it not an evidence of progress that subjects were presented in simpler forms; he believed many of the methods employed at present, weakened the mind of the learner; he doubted whether the present ages would produce such a writing as the book of Job; such a poet as Homer or Milton.

Mr. Batchelder thought if the present age produced no Job, and no Homer, neither did their ages produce a Humboldt, or a Cuvier. He thought instruction in our meetings might be given which would be profitable to all—for instance, a teacher could suggest methods for securing prompt attendance upon school, and to school duties, &c., which all might employ with equal success.

At 2 o'clock P. M., a lecture was delivered by Rev. Leonard Withington, of Newbury, on Memory. There was a natural order for arranging and presenting subjects, and a corresponding order for retaining them in the memory. He did not think well of artificial means for aiding the memory. An anecdote was related of Judge Story; that he had forgotten to make a

minute of the argument of Mr. Webster in a certain case, but found that he had retained the whole in his mind without effort, the order was so perfectly natural.—The lecturer related several anecdotes, after which, he proceeded to point out the natural laws of memory, and gave numerous illustrations. He also applied the whole to the various school studies. He doubted whether Grammar could ever be so arranged as to be interesting. The great error in Geography, consisted in burdening the mind with a large number of unimportant details; only the great features of a country and those which had a bearing upon each other, as the rivers upon the mountains, need be studied. Was it of use to tax the memory with those things which a hand book would readily supply if wanted? In History only the great, leading features should be learned. The methods in Mathematics were less objectionable.

Mr. Greenleaf liked the lecture, but doubted whether some persons could dispense with artificial memory; he had known of a person who could not remember his own name—he himself could never learn the multiplication table. Prof. Stowe thought there were natural differences in different persons, in regard to memory,—he was generally thought to have a good memory for names, but he could seldom recall the name of a person he had seen but a few times, without first reviewing the features, and the impression he had formed of the person. He thought a text-book might be made of History, in which a few great events should be shown to have produced a large number of results.

The lecture of Mr. Withington, was succeeded by one from Professor A. Crosby of Newburyport, upon Reading. The lecturer proposed to apply the principles of Phonography, so far as possible, to the characters at present in use. He exhibited some cards which he proposed to employ in combining the elementary characters of words of two letters first, and then those of more than two, and so on. He would employ the ordinary method for learning to spell—all words used should be defined, not by the dictionary, but by the pupils employing their own language and ideas—of course, at an early stage in the pupil's progress, only very simple words could be employed. The analysis of sentences should be begun with children at a very early period—the writing and the analysis should proceed together. And finally, the stage of critical reading should be entered upon, which is the highest intellectual pursuit—requiring a discussion of authors and of subjects, of Grammar and of Rhetoric..

At 7 $\frac{1}{2}$ P. M., the Association listened to a lecture of great excellence, by Professor Barrow, of Andover, on the power of Personal Presence. There is a natural language of the soul

which all can understand, and which none can imitate. We shall find it impossible to cloak our vices. It is only *by being* what we ought to be that we can *teach* what we ought to. The lecturer enumerated the qualities of the true spirit of the school-room. Geniality, love, benevolence—a feeling entering into all the wants and feelings of childhood; an earnest spirit, growing out of a high estimate of the office; an enthusiastic spirit—a glow of delight from the work—it ought to seem as strange to hear a teacher complain of the sameness of instructing the youthful mind, as to hear a minister complain that he had become tired of directing repentant sinners to the Saviour; self-control and evenness of spirit—this point was illustrated by an account of a school the lecturer once attended, where the teacher varied his discipline to suit his own state of health, which was generally pretty poor; impartiality—a sincere and trustful spirit—the lecturer opposed the habit of putting children unnecessarily upon their own veracity; candor—to fall into an error, may be merely not dignified—to deny it, is mean and wicked. Simple heartedness—a progressive spirit—glorious ideal ever present—a tone of piety—the standard of action should be God's law, and the *end*, his glory.

Mr. Wheeler of Salem, thought a great evidence of progress, of which so much has been said, was the fact that no allusion had been made to anything but intellectual and moral advancement, whereas, heretofore, the evidence most prominent was the improved houses, apparatus, &c.

Remarks were also offered by Messrs. Vaill and Northend of Salem, and Batchelder of Lynn.

A lecture was delivered on Saturday morning by B. F. Tweed, Esq. of South Reading, on the Relation of Teachers to Education. We are to make the teacher responsible for the work which God has devolved upon the whole community—the development of mind is determined much more by sympathy than by precept—if the father speaks kindly to a robin, the child will feed and cherish it; if the father shoots it, the child will be inclined to kill and destroy every harmless thing he meets. There are certain things which appertain to the office of teacher, and in respect to these there should be the greatest faithfulness. The lecturer indulged in a characteristic vein of humor in discussing the manner in which the teacher should proceed in his work. Some excellent remarks were made upon the subject of Grammar and Reading—he thought Grammar not a more difficult branch of study than Arithmetic,—it only needed to be pursued in the same way,—the present order must be reversed, and the pupil must begin with very simple things and apply the knowledge he already possesses of the formation of sentences to the analysis of them—all children can form

very good sentences when they enter school, and he did not wonder at its being said that what was gained in writing the language hardly compensates for the time and labor spent upon the study of Grammar. The voice should be trained to the expression of every possible idea of the mind — of this, it is capable, as also is the ear of comprehending every variety of tone. Children acquire much more easily than adults, hence it is necessary to teach the principles of reading before the judgment is mature. There are limits to every person's duty, the teacher's is no exception.

The following is a list of the officers for the ensuing year :—

John Batchelder, Lynn, *President* ; J. B. Fairfield, Lawrence, *Vice President* ; George A. Walton, Lawrence, *Recording Secretary* ; M. P. Case, Newburyport, *Corresponding Secretary* ; John Price, Manchester, *Treasurer* ; Thomas Baker, Gloucester, William K. Vaill, Salem, A. A. Keene, Marblehead, J. S. Eaton, Andover, Charles Wheeler, Salem, J. V. Smiley, Haverhill, *Counsellors*.

Messrs. Benjamin Greenleaf, William H. Wells, and Charles Wheeler, were appointed a Committee to petition the Legislature for continuance of aid.

Mr. John Batchelder, of the Committee appointed to ascertain the number of teachers employed in Essex County, reported that the number of males is 211, females 484, total 695 ; not including teachers of private schools.

On motion of Mr. Greenleaf, it was

Resolved, That we regard the "Teacher and Parent," by C. Northend, Esq., as a highly valuable auxiliary to the cause of Common Schools and Education, and we cordially recommend its general circulation.

On motion of Mr. Wells,

Resolved, That the cordial thanks of the Association be presented to Messrs. J. S. Eaton and George Foster, of Andover, for their indefatigable efforts to provide accommodations for the large delegation of Teachers in attendance at this meeting, and to the citizens generally, for the bountiful hospitality of their open houses.

Resolved, That the special thanks of the Association be tendered to Mr. S. H. Taylor, for the invitation extended to the members of the Association to visit the Library of the Theological Seminary and the Missionary Museum.

On motion of the Secretary,

Resolved, That the thanks of the Association be presented to the several lecturers who have addressed us on this occasion, to the editors and proprietors of newspapers who have given gratuitous notice of the meeting, to the Eastern, the Salem

and Lowell, the Boston and Maine, Lowell and Lawrence, and Newburyport and Bradford Rail Road Companies, for extra accommodation, and to the Free Church of Andover for the use of their beautiful house during our meeting.

Voted, To refer the place of meeting to the Board of Directors.

The semi-annual meeting will probably be held at Salem.

At 11 o'clock, the Association adjourned after singing "Old Hundred."

GEORGE A. WALTON, *Rec. Sec'y.*

Lawrence, Oct. 26, 1853.

THE HAMPDEN CO. TEACHERS' ASSOCIATION.

THE Hampden Co. Teachers' Association held its Annual Meeting in Westfield, Nov. 18th, 1853.

The meeting was called to order by the President, Mr. P. B. Strong of Springfield. Prayer was offered by Rev. Dr. Davis of Westfield. After the reading of the Semi-Annual report, a Committee, consisting of Messrs. Parish of Springfield, Goldthwait of Westfield, and Barrows of Springfield, was appointed to prepare and report the order of business for the session. Dr. Davis made some brief remarks upon the discouragements teachers labor under, and the necessity of their stirring each other up to love and good works.

Messrs. Parish and Goldthwait spoke upon "The relations of Teachers and Parents." Mr. Parish urged the necessity for the teacher to lead forward every work of reform or improvement, both in school and in everything connected with school management; Mr. Goldthwait agreed with him, urging the importance of the teacher's taking the laboring oar, since what interests people most, they are often inclined to think of least importance.

Messrs. Parish, Goldthwait, and Scott were appointed a Committee to nominate a Board of Officers for the coming year. Adjourned to 7 o'clock: Met pursuant to adjournment: the Nominating Committee reported the following Board of Officers, which was elected:

C. Barrows, Springfield, *President*; W. C. Goldthwait, Westfield, J. Tufts, Monson, O Marcy, Wilbraham, J. C. Barrett, Chicopee, C. Nichols, Springfield, *Vice Presidents*; A. J. Lyman, Springfield, *Corresponding Secretary*; L. Scott, Springfield, *Recording Secretary*; A. Parish, Springfield, *Treasurer*.

Rev. Mr. Newhall was then introduced, who delivered a lecture upon "The Necessity of much better preparation of the Teacher for his work," urging that one needs to know

more than one book, or one author's exposition of any science, to be able to teach it thoroughly; the lecturer drew many interesting explanations and illustrations from the science of Physical Geography as it is being developed in comparison with the old methods of teaching. The lecture was one of the most able, straight-forward, and practical productions ever delivered before the Association, and every way creditable to one, who, though in another and kindred profession, has well earned the admiration of many as a successful teacher.

Dr. Davis made some very instructive remarks upon the growth of Physical Geography as a science, and the necessity of making it a separate study; — Mr. Parish followed upon the topical system of teaching Geography; — Mr. Strong spoke of the difficulty of teaching Physical Geography for want of suitable books: adjourned to Saturday morning at 9 o'clock.

SATURDAY MORNING, 19th.

The first half hour was spent by quite a large portion of those present in an animated conversation upon various methods of teaching Grammar, and by the remainder in "cultivating the social affections." At 9 1-2 o'clock the Association was called to order by the President; Mr. Goldthwait made some very pleasant remarks on the manner in which he was taught Grammar and Geography, and suggested some of the steps of improvement from that time to the present; and the necessity of giving all education a more practical turn.

Mr. Mitchell of Chicopee agreed with the gentleman who preceded him, but thought that the proper end of mental discipline should be to call in use the thinking faculties, and teach the pupil self-reliance.

Mr. Strong spoke in opposition to the plan of Map Drawing as now too extensively practised, but he would have the scholar so educated as to be able to represent Nature faithfully; he made a very forcible illustration by relating the efforts of a voyager in illustrating his journal of travel; — Mr. Parish remarked upon the apparent slowness of progress made by some teachers, and inculcated the necessity of a pertinacious faith connected with persevering labor.

On motion of Mr. Mitchell, the Board of Officers were constituted a Committee to offer a prize or prizes for Essays upon educational subjects, the arrangements for which will be announced in due time. After the customary votes of thanks to the Lecturer for his instructive and interesting address; to the people of Westfield for their hospitality; to the Trustees of the Academy for the use of the same, the Association adjourned to such time and place as the Board of Officers may determine.

L. SCOTT, *Secretary*.

DUKES COUNTY.

THE Dukes County Educational Association, held its Fifth Annual Meeting in the Methodist church, in the town of Chilmark. The officers chosen for the ensuing year, were Dr. John Pierce of Edgartown, President; Hermon Vincent of Chilmark, Charles B. Allen of Tisbury, and Richard L. Pease of Edgartown, Vice Presidents; Hebron Vincent of Edgartown, Secretary; and John N. Vinson of Edgartown, Treasurer. Discussions were had on several topics. The Association were favored on the occasion with able and interesting lectures from Rev. Lewis Holmes of Edgartown, Robert C. Pitman, Esq., of New Bedford, and Rev. Robert McGonegal of West Tisbury. The next semi-annual meeting of the Association is to be held in Edgartown, in April next.

An interesting circumstance at this meeting, was the presence of large numbers of scholars from the flourishing Academy at West Tisbury, now under the principalship of the Rev. Robert McGonegal. This school has become deservedly popular under its present accomplished and efficient Principal, numbering now (Winter Term) over one hundred students. The following resolve was passed near the close of this session of the Association:—"Resolved, That as an Association, we heartily sympathize with Mr. McGonegal in his Educational efforts in connection with the Dukes County Academy, and pledge to him our cordial support."

CULTIVATED MIND.

AWAKE, arise, with grateful fervor fraught,
Go, spring the mine of elevated thought.
He who through Nature's various walk surveys
The good and fair, her faultless line portrays;
Whose mind, profan'd by no unhallowed guest,
Culls from the crowd the purest and the best,
May range, at will, bright fancy's golden clime,
Or musing mount where sits sublime,
Or wake the spirit of departed time.
Who acts thus wisely, mark the moral muse,
A blooming Eden in his life reviews!
So richly cultur'd every native grace,
Its scanty limits he forgets to trace:
But the fond fool, when evening shades the sky
Turns but to start, and gazes but to sigh!
The weary waste that lengthened as he ran,
Fades to a blank, and dwindles to a span. — *Rogers.*

EDUCATION OF TEACHERS.

FEW estimate sufficiently the importance of teachers as a class, or their influence on society. Nearly as much as parents they mould the moral character of the young; and their influence is probably even more felt in developing the intellect and giving it direction, throughout an extensive portion of society. Ridicule of teachers constitutes one of the stale jokes of literature; and its caricatures have not been without their influence on those whose dictums have weight in assigning both literary and social position. Prejudice against this occupation, in our country, is as unjust as it is impolitic. Where in the United States have teachers, as a class, been found behind the moral or intellectual cultivation of the body of the community in which they have been called upon to teach—nay, not in advance of it? How often has even the breath of suspicion fallen on the moral character of one of the twenty-five thousand common school teachers of New York? Of their intellectual calibre, the bench, the bar, the sacred desk, the highest business and official positions of our country, bear emphatic testimony. For unremitting industry in a laborious and physically prostrating occupation—for a patient braving of inconveniences and annoyances which those unfamiliar with the subject can hardly appreciate—for a zealous and high-toned devotion to the duties of their calling, ample opportunities of observation have satisfied the undersigned, that no class of men excel the teachers of New York. And it is notorious that none, where the extent of their duties and responsibilities are taken into consideration, are so inadequately paid. Beyond a few cities and large villages, the wages paid to teachers do not equal those of any class of operatives, whose occupation demands any previously acquired dexterity.

It is common to urge the necessity of establishing a professional class of teachers—a class of teachers for life. This most desirable result cannot be obtained at present rates of remuneration; and there are no indications of a sufficiently favorable change in the latter particular, to justify any hope in the future—or at least until long years to come—except in the few wealthy localities already alluded to. Our teachers, as heretofore, must be mainly drawn from those who are preparing ultimately to engage in other pursuits. The State, as heretofore, must be satisfied with qualifying, so far as practicable, a temporary class of teachers. It is a necessity which admits of no alternative, but the entire degradation of our schools. Nor is the necessity a hard one, when the vast sums lavished by

Government on comparatively trivial objects, are taken into consideration. In matters pertaining to education, if anywhere, the policy of a republican State should be liberal.

The undersigned would earnestly recommend that all existing public aids toward the instruction of teachers be continued, and that some additional ones be extended, as proposed under the next head, looking toward the preparation of a greater number of thoroughly educated teachers, to diffuse the benefits of improved methods of instruction, not only directly in their schools, but by their example, throughout the body of those of the State.—*N. Y. Report.*

COMPOSITION.

We talked of composition which was a favorite topic of Dr. Watson, who first distinguished himself by lectures on rhetoric.

Johnson. I advised Chambers, and would advise every young man beginning to compose, to do it as fast as he can, to get a habit of having his mind start promptly; it is so much more difficult to improve in speed than in accuracy.

Watson. I own I am for much attention to accuracy in composing, lest one should get bad habits of doing it in a slovenly manner.

Johnson. Why, sir, you see you are confounding *doing* inaccurately, with the *necessity* for doing inaccurately. A man knows when his composition is inaccurate, and when he thinks fit, he'll correct it. But, if a man is accustomed to compose slowly and with difficulty upon all occasions, there is danger that he may not compose at all, as we do not like to do that which is not done easily; and at any rate more time is consumed in a small matter than ought to be.

Watson. Dr. Hugh Blair has taken a week to compose a sermon.

Johnson. Then, sir, that is for the want of composing quickly, which I am insisting one should acquire.

Watson. Blair was not composing all the week, but only such hours as he found himself disposed for composition.

Johnson. Nay, sir, unless you tell me the time he took, you tell me nothing. If I say I took a week to walk a mile, and have had the gout five days, and been ill otherwise one day, I have taken but one day. I myself have composed about forty sermons. I have begun a sermon after dinner, and sent it off by the post that night. I wrote forty-eight of the printed octavo pages of the *Life of Savage* at a sitting, but then I sat up all night. I have also written six sheets in a day of translation from the French.

Boswell. We have all observed how one man dresses himself slowly, and another fast.

Johnson. Yes, sir, it is wonderful how much time some people will consume in dressing; taking up a thing, and looking at it, and laying it down, and taking it up again. Every one should get the habit of doing it quickly. I would say to a young divine, "Here is your text, let me see how soon you could make a sermon." Then I'd say, "Let me see how much better you can make it."

Thus I should see both his powers and his judgment.—*Boswell's Life of Johnson.*

TEACHING.

To learn anything thoroughly is no easy task; to communicate it is a still more difficult one. To be able to find out the peculiar constitution of each child's mind, so as to bring what you would teach, down to the level of the understanding, and yet to make it work in such a way as to seize upon, and comprehend the subject, to reproduce; this is teaching, and nothing else deserves the name.

END OF EDUCATION.

THE true end of education is to fit a thinking being for the part she is to perform in life, as the true end of life is to prepare the same being for eternity; so that merely to be well informed is not to be well educated. The question is not how much knowledge we possess, but are we disposed to render it available to moral improvement, — subservient to practical duty? Will others benefit by our education as well as ourselves? — *Miss Jewsbury.*

ATTENDANCE.

IRREGULAR attendance at school is one of the greatest existing faults, and one of the last and most difficult to be corrected. Regularity, promptness and punctuality are great virtues to any community, and are as desirable as they are rarely to be found. The fault in school results rather from the tardy habits, dull interest and inefficiency of the parents, than from the children. The children can do little till the parents apply themselves to correct the fault. The appearance of any real improvement in this respect may be taken as a certain indication that the foundation of the subject has been reached.—*N. H. Report.*

Resident Editors' Table.

| | | |
|--|-------------------|---|
| GEORGE ALLEN, Jr.,..... <i>Boston.</i> | RESIDENT EDITORS. | { ELBRIDGE SMITH, <i>Cambridge.</i> E. S. STEARNS, <i>W. Newton.</i> |
| C. J. CAPEN,..... <i>Dedham.</i> | | |

WE present in this number of the "Teacher," accounts of meetings held in various counties in the State, for the promotion of the cause of education. It is thought by some that such accounts are of no practical use. We dissent. The fact that Associations of Teachers are held in various parts of the State is good and cheering news, and should be chronicled in a teachers' journal. We admit that much is said and done at teachers' meetings that can have only a local interest, and that the reports are often burdened with useless matter. In mentioning this, we would urge it upon those who are so kind as to favor us with reports, to bear in mind their legitimate objects, one of which is, to record the public efforts of teachers in behalf of the cause; another, — to convey information which shall be of practical benefit to teachers in the discipline and instruction of their schools. Reports of this character should be concise, as graphic in description as possible, and so correct in Rhetoric, Punctuation, &c., that the composition of the teacher shall not have to be corrected by the printer. It should be fully understood that the Local Editors have not time to revise these reports, although they occasionally feel constrained thereto. Most of those which we have received have been entirely satisfactory as to style and contents, and to some of them we should not presume to touch a pen. We trust we shall be excused if we, in all kindness, intimate that there has been an occasional exception. Trusting that no one will take umbrage at our remarks, as, with a little reflection, the difficulties under which we labor will be fully understood, we would now express our thanks to those gentlemen who have been so kind as to furnish us with the proceedings of the County Associations, and would solicit a continuance of the practice.

But "there are several counties not yet heard from." We believe that Essex and Norfolk take the lead in the Association movement. In these counties, since their respective Associations were formed, there have been semi-annual meetings without a single failure. We speak from personal knowledge in regard to Norfolk, and have been informed that such has been the fact in Essex. The most inclement weather has never prevented a successful meeting. With each meeting the interest of teachers in one another has increased, and their professional enthusiasm has been rekindled, and has spurred them on to more worthy deeds. Other counties, as Plymouth, Hamp-

den, Bristol, Barnstable, Nantucket, Dukes, Franklin and Berkshire have sustained their Associations, and experienced the same advantages.

But where are Worcester, Suffolk, and Hampshire in this movement? We have had no accounts from them. Middlesex has lately formed an Association, and we have received an official report. There are local obstacles in Hampshire which prevent the success of an Association in that county; but not so in Worcester or Suffolk. A morbid feeling of opposition to Associations of this kind prevails in Boston, and some of the ablest and most successful teachers discountenance them. This is much to be regretted, as it is from such that practical education could derive the greatest advantage. These gentlemen will tell you what the world knows by heart, that "experience is the best teacher." But this is ignoring the fact that the example of others is of practical efficiency in a cause in which philosophy has not yielded all her stores. We hope at some future day to be able to report the existence of greater professional enthusiasm in Suffolk County. May we not hear from some of our friends in Hampshire and Worcester?

The Secretary of Essex County Association will please excuse the deferment of his report to this number, as there has not before been room for a full insertion.

ARTHUR ELLERSLIE; OR, THE BRAVE BOY. RED BROOK;
OR, WHO'LL BUY MY WATERCRESSSES. MINNIE BROWN;
OR, THE GENTLE GIRL.

These are the titles of the first three volumes of "My Uncle Toby's Library:" by Francis Forrester, Esq.

The little folks must have entertaining books,—something to which they may have recourse in the intervals between school hours, when their sports or occasional duties are over. Books which in pretty stories convey wholesome moral lessons are the most useful, and are of great aid to parents, as they silently, but powerfully, coöperate with them in the great work of moral training.

We have read the last mentioned volume, the only one of the series we have received, with much satisfaction, and find it as charming as we had anticipated from the title, and a beautiful specimen of the class of books above referred to.

"Uncle Toby's Library" consists of twelve volumes, handsomely bound, and illustrated with upwards of sixty engravings, and each book is printed in large and splendid type, upon superior paper. Teachers will find it safe to recommend this series. Read number three.

Published by G. C. Rand, and for sale by Wm. J. Reynolds & Co., 24 Cornhill, Boston, to whom all orders should be addressed.

KNAPP & RIGHTMYER'S TWENTY-FIVE WORKS ON PRACTICAL AND ORNAMENTAL PENMANSHIP.

This is the most complete and comprehensive system of Penmanship that has yet been published in this country. It is complete in every branch of the art, embracing specimens of all the forms of mercantile and ornamental penmanship in use; of the German Text, Old English, Roman, Italian, Marking Italics, and Print Letters in general use among the first class artists; specimens of off-hand flourishing and embellished capitals, suitable for copies for those who wish to instruct themselves in the higher departments of Chirography and Calligraphy. It is just the work for teachers who may be in quest of specimens for their guide in practice.

The proof of the third article in the November number of the Teacher was not corrected by the writer, and the following misprints have been noticed:—

Page 356, line 9, for majestic, read magisterial.

" 357, line 44, for *fear*, read *pear*.

" 358, line 27, for *word*, read *vowel*.

" " line 28, for *command*, read *consonant*.

" " line 31, for *Anglos*, read *Angles*.

" 359, line 6, for well known point, read well known fruit.

" " line 16, for compounded, read confounded.

ABOUT one hundred and fifty scholars, who had been members of Hopkinton High School within the past six years, assembled in the Chapel Hall, Hopkinton, a short time since, and presented their former teacher, Mr. Daniel J. Poor, *fifty* elegant volumes of scientific and classical works. The presentation was accompanied with some very appropriate remarks by one of the scholars, and followed by an address by Mr. Poor, in which it was stated that *four hundred* scholars had been under his instruction, during the six years he had charge of the school; and thirty-two of these had been engaged in teaching other schools.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 3.]

G. C. CHASE, Editor of THE TEACHER.

[March, 1864.]

A PETITION

TO THE TEACHERS OF THE STATE.

AMONG all the societies formed for the promotion of the rights of men and women, — of clergymen, physicians, teachers, &c., I know of no combination for the defence of the rights of the girls and boys. We are a numerous and important class, and yet are at the mercy of our superiors in regard to all the rules and responsibilities of life. We presume this is all right, but yet we cannot help thinking that sometimes, even in the school-room, we are subjected to some treatment which it would be difficult to vindicate or explain. Now we humbly beg to have some things explained. This we claim as one of our rights. Or is it true that we have no rights? Pray tell us, then, when we begin to have them. Is it at the age of 15, or 18, or 21?

Now my teacher flogged me horribly the other day, for chewing gum, while at the same time he had in his mouth a quid of tobacco so big that my bit of gum could hardly begin to compare with it. I suppose I had no right to tell him what I thought of it, though he did not hesitate to speak pretty plainly what he thought. I wish only to know how old I must be, before, instead of being whipped for chewing a neat bit of gum, I shall enjoy the right of chewing such dirty stuff as tobacco, and of flogging all the younger chaps about me for presuming to eat anything at all.

Again, the regulations of our schools say that both teachers and scholars shall be in their proper places at nine o'clock in the morning. Now I am obliged to obey this law to the very

letter, while some of the teachers of our school make no pretence of obeying it, except when convenient. How old must I be before I can assume the dignity of violating rules without punishment?

I think I respect my master, but I verily believe that if I made as much noise at my bench as he does at his table, in banging about his chairs, books, &c., I should be flogged for it every week.

When I make a promise to my master, I am obliged to keep it, but I get more than half my floggings because my master seems to feel under no obligation to keep his promises to me. The way it happens is this: My master gets out of patience and bristles up, and says, "Now the first boy, and every boy that I see eating apples in school,—I'll flog him." Well, this seems all right, and I am careful to keep my apples in my bench till recess; but, in a day or two, I see my friends, Tom, Dick, and Harry, and half a dozen more, all about me, chewing away at their apples as freely as you please. My master sees them, but says nothing, and I conclude that he made the rule because he was out of patience, and did not really intend to do what he said. So I practise accordingly. However, after I have eaten a few apples unmolested, before my master's face, and am engaged very happily in munching another, he happens to get into one of his fretful moods, and I suddenly hear him exclaim, "Peter, come out here. Did n't I tell you I would flog you for eating apples? Hold out your hand. * * * There, now, take your seat, and mind your book, or you'll get a worse flogging next time." Well, I feel horribly provoked at him, for whipping me because he has lost his temper, and make up my mind not to be quite so green the next time. So I watch him, and when I am sure that he feels pretty well, I take out my apple and eat at my leisure, keeping an eye out all the time, mind ye, lest the master should happen to get his "dander up" before I chance to notice it. When that happens, I assure you I am pretty shy; but I get into the habit of munching in school, and I have so many fine chances for it, when my master is in a pleasant mood, that the inducements to hold on to the practice are so strong that I can't make up my mind to leave it off. So it is with all my other bad habits as a scholar. If my master would keep his word, and stick to his rules in regard to them, I should save a great many whippings and be a better boy. But as it now is, we are permitted to have just enough fun to bait us on, and keep us nibbling, and dodging, and getting whippings. And so it goes. When our master is in a quiet state of mind, we are in fun up to the eyes; but we go to the boy who don't dodge him, and keep pretty shy, and draw on a long face when he raises his

quills. I am for a reform in this matter. When you teachers say, "No munching," "No snowballing," stick to it, and we boys and girls will look out for ourselves, and save you a heap of trouble, and ourselves a host of strokes and reproofs.

I also claim the privilege of complaining of all my teachers for forgetting that I am a boy, and not a man; and that, although my perceptive faculties are so good that I can distinguish between a horse and a sheep as well as they, yet the time has not arrived for the full development of my reasoning powers; and if I cannot explain all the steps in solving a problem in Algebra, or even in Vulgar Fractions, as logically as they, it is hardly pleasant to be called a blockhead, or a dunce. Let them lay the blame upon my age, and not upon myself. Let them not forget that they were once young, and that, even in the simple study of Arithmetic, there were then some things hard to be understood. Be patient, teachers, we are growing as fast as we can; twelve months hence we shall be a year older.

But my most grievous complaint is yet to come. I do not refer to the fact that my teachers have always been in the habit of trying to make visitors who chance to call, believe that the school happens to be in an unusually disorderly state just at that time, when the truth is that we are almost uniformly more orderly on such occasions; for in these apologies, false as they are, is simply discovered a common weakness in human nature. Although we feel ashamed of our teachers in such cases, we are ready to pardon them, for they should be allowed to put the best side out, when the best is none too good. But we do complain of being made, on such occasions, the tool of our teachers' falsehood and deception. To speak plainly, we are not willing to be made, before visitors, to appear, as a school, what we are not. I, for instance, am conscious of being no very great geographer; but having learned once, by special order, the route from Harrisburg to Cincinnati, so that I could repeat the names of all the railroads, canals, cities, villages, battle-grounds, mountains, rivers, lakes, &c., &c., on the way, I am called out by my master almost as often as a visitor enters the school-room, to rehearse this identical lesson; and so I am set down by the visitors as a remarkable geographer, my teacher as a splendid teacher, and our school as a first-rate school. For other boys, too, have conned a similar lesson, and they too join in the farce. Now if my teacher would frankly say to the visitors, "Gentlemen, this boy, Peter Jones, has been some six months, or less, rehearsing the 'route from Harrisburg to Cincinnati,' and, inasmuch as the class would make a very unfavorable impression upon you if I should demand them to recite their regular, ordinary lesson, I wish

you to allow him, and others like him, to entertain you, in the hope that you will leave the school when they are done,"—why, then I would, though reluctantly, comply. I would respect my teacher's honesty, though not his manliness. But as it now is, to see him adroitly slide off from a common, dull, every-day recitation, the moment a stranger opens the door, and call out, "Peter, route from Harrisburg to Cincinnati;" "Thomas, route from Charleston to Pittsburg," I confess I am ashamed of him;—to repeat the farce I am ashamed of myself;—to hear the flattery of the visitors, I am ashamed of them, and of the school, and of every body. The truth is, we boys and girls really know less than people think we do; and if our examinations were not "cut and dried," and a general system of humbuggery were not carried on in some of our crack schools, the community would agree with me.

Do not misunderstand me. I do not object to "cut and dried" examinations, if they are honestly conducted. Let the teacher frankly say, "Ladies and gentlemen, I propose to examine this class in Arithmetic, on the fifth chapter, on which I have drilled them three weeks for this special occasion, and they would break down in any other part of the book,"—then I will not complain. But I do complain of being made a tool of my teacher's ambition, in playing a false part before my friends, and raising expectations in their minds, only to disappoint them when the truth is known.

I cannot help thinking that this question has some moral bearings, in respect to the formation of our characters, which parents and committees would do well to consider; but I will leave this feature for older heads.

Begging the excellent teachers of the old, honest Bay State, to give my complaints a candid hearing,

I am your most obedient

PETER.

THE GOOD AND BEAUTIFUL.

MAN is so inclined to give himself up to common pursuits, the mind becomes so easily dulled to the impressions of the beautiful and perfect, that one should take all possible means to awake one's perspective faculty to such objects, or no one can entirely dispense with these pleasures; and it is only the being unaccustomed to the enjoyment of anything good that causes men to find pleasure in tasteless and trivial objects, which have no recommendation but that of novelty. One ought every day to hear a little music, to read a little poetry, to see a good picture, and if it were possible, to say a few reasonable words. — *Goethe*.

—“*rimisque fatiscunt.*”

“LEAKY VESSELS.”

If there is a turn of disposition more than any other unfortunate in its influence upon the little community over which he presides, and productive of endless vexations to himself, it is that of the “leaky” teacher.

By this I indicate the man, who, from whatever motive, attempts to guide, by precept and example, the inquiring and capacious comprehensions of the young in the acquirement of knowledge,—to meet the exigencies of their physical activity in the school-room, their love of out-door sports, their dreams of future exploits in life, their indolence often, their roguery always, their acuteness in asking puzzling cross-questions, their sagacity in fathoming the intent of sage regulations, their skill in escaping detection of offence, and their eloquence in averting the punishment of it when detected,—while possessing in himself neither the well-balanced judgment that rightly plans, nor the tenacious memory that always retains, nor the unbending will that fails not, in small or large things, to execute.

The “leaky” teacher is often a man of great energy of character, and of high aims. He not infrequently accomplishes much for a time, and in a particular direction. He *may* know, he frequently *does* know, the theory of a good school by heart; nay, farther, he may in his simplicity suppose his own such; but whoever shall sit down by his side for a day, and scrutinize his manner of conducting recitations, appointing lessons, smoothing difficulties, settling matters of discipline, will not give him the credit which he takes to himself. What matters the strictness of his regulations, if he forgets again and again to enforce them? What matters the length of his lessons, and the extent of his school curriculum, if his pupils stumble on every rood of the race, because he has “leaked” in his care to investigate their defects and insure their proficiency? Of how much consequence are his lessons in politeness, backed by his own example though they be; if, while he discusses the last disquisition of Willis on marriage etiquette, they star the ceiling with paper pellets, or trample their neighbor’s sittings with seven-league boots?

And yet how many an unhappy young teacher and more unhappy old one, are in our good Commonwealth to-day endeavoring to push and pull and drive unwilling weights of little stature up the hill of Science, while this troublesome defect of “leakiness” inheres to such a degree in their constitutions and habits, that they constantly continue to groan, “Who is sufficient for these things?” How many struggles this speak to stop

whispering, while idleness gains headway, and next week to drill two promising orators on some dialogue, while a hundred others more eloquently act over a real combat.

Now while it is true that one thing should be done at a time, and *but* one, the teacher, if he would not "leak," must see that it be *really* done; and when so finished, that it remain so, as far as it is possible for anything human to remain. Let not what he has accomplished in discipline or instruction be dismissed from the mind, but let him "make a note on't," and be sure that no past effort that has once taken effect, be lost. Let him adopt the motto of "Get all you can, and what you get, hold," in regard to school advancement, and he will find that he possesses the true philosopher's stone.

Finally, let every teacher who feels his hands all the time to be more than full, and yet, in his own view, at the end of the week or term, seems to have accomplished nothing, diligently inquire whether he has not numerous "leaks" which might be stopped by the application of proper diligence, and thereby increase his own usefulness in the profession, and, what is more, attain a higher, well-founded self-respect. K.

THE SELF-REPORTING SYSTEM.

It is not proposed, in the present article, to enter fully upon the discussion of the subject in question, but to add to what has already been said and published, a few practical suggestions. In discussing such a subject, it should be admitted by all parties, that the *success* of a regulation, in respect to securing *order in school*, does not necessarily vindicate its *adoption*. The pirate's motto: "*Dead men tell no lies*," is abundantly successful and efficient in securing the pirate's object, but still he is a murderer. We have heard of a teacher who has succeeded admirably in keeping quiet those little mischievous urchins who inhabit the front seats, by threatening to eat them or throw them upon the fire, yet few would justify his course.

The sabbath school teacher, of whom a friend lately told us, who endeavored to secure order in her class by assuring her little pupils that they would go to the bad place if they did not keep in order, is not to be praised for her skill or success in government. Most freely do we acknowledge that the self-reporting system is a very efficient means in securing order in the school-room; for, to the credit of the American youth, the great majority of almost any school will confess the truth,

and, of course, will be greatly influenced by this practice, to avoid the violation of the laws of the teacher. We conceive the true question for discussion to be this: Does the practice of self-reporting reward falsehood, and discourage honesty, and thereby trifle with and impair the moral purity of the young?

With the teacher who prizes the reputation of his school, for quiet and order, above the moral purity of his pupils, we have not a word to say. Let him adopt the self-reporting system; he will find that it will answer his purposes admirably; nor will he sacrifice the consistency of his character. But of the honest, faithful, religious teacher, we wish to ask a few simple questions: Why, in the government of adults, have the wisest statesmen of all ages, uniformly rejected the self-reporting system? Have boys more honesty, firmness, moral principle, courage, or conscience than men? Have the teachers of New England just discovered a secret in human government, which the wise men of all ages past have never dreamed of? Then let this wonderful discovery be proclaimed to the world. Let the constabulary force of every state and city be disbanded, and let the newly discovered system of self-reporting be adopted in its stead, by which, on every Saturday night, every citizen will report to the proper officer, how many thefts he has committed, how many customers he has cheated, how many falsehoods he has told, of how much meanness he is conscious, and of how many petty crimes and misdemeanors he has been guilty, during the week. Now the very school-boys of this generation are to be the citizens of the next, and if the self-reporting system is adapted to them now, why will it not be equally adapted to them when they become men? Surely, their principles will then become established, their moral courage confirmed, and they cannot fail to pay their full amount of taxes without assessor or collector, and to make a clean breast of their crimes, without sheriff, justice, judge, or jury. What statesman would not cry shame on the attempt to introduce such a system into civil government? We cannot but suspect that, if its advocates in the school-room did not find it so subservient to their purposes, they would soon begin to learn that it is both dishonest and unjust.

But the great, and, we believe, unanswerable objection to this system, is that it offers a premium for falsehood and dishonesty, an objection which Cicero, a pagan philosopher, presented in an admirable stroke of irony, nearly two thousand years ago.

"Call in your slaves, call in Casca, call in Ruscio."

"Did Clodius waylay Milo?"

"He did."

"Drag them instantly to execution."

"Ah! Ah! He did *not*."

"Let them have their liberty."

"What can be," exclaims the orator, "a more satisfactory mode of examination than this?"

"John, have you violated any rules to-day?" No, replies the little liar. "Excellent boy, I have rewards in store for boys like you."

"James, have *you*?" I have, sir; I cannot lie, says the honest boy; and his reward is the ferule or the rod.

Let not a Christian practise what a pagan scorned.

DIVISION OF LABOR.

It is generally conceded that our fathers did wisely in limiting the studies in our common schools to the few fundamental branches. It was wise in their times; and it may well be doubted whether the introduction of other branches in our times is productive of more good than evil. Certainly the proper limit is now transcended; and those fundamental branches are crowded from their proper place: else why is it that, with all the modern improvements in the means of education, we witness such gross deficiencies in those primary studies?

It does not appear that the human mind is more capable now than it was two centuries ago. It required time to act then; and now it cannot dispense with time in attaining to excellence in any department of study. It is in vain to expect school children, in the limited time of their school days, to attain to excellence even in the necessary branches, if their attention be much diverted to other studies. Teachers must have observed the gradual diminution of the school days of their pupils. Their boys leap suddenly into young men, no longer to submit to "tutors and governors;" and their girls with equal facility "come out" at "sweet sixteen." What they have to do therefore must be done quickly, if at all, for a large portion of their scholars. Teachers need to know all the modern improvements in their profession, and to apply vigorously such labor-saving expedients as are accessible to them. We might expect however that, even under these discouragements, with the higher qualifications of teachers, and the increased facilities for imparting instruction, the regular attendants upon school should be perfected in the fundamental and some additional studies.

We are led to conclude not only that too many studies are permitted to divide the attention of scholars, but also that perfection in teaching is not yet generally attained. Is there as

much inventive power exerted among teachers as in other professions to devise improved and labor-saving methods of enhancing their usefulness? True, no speed in teaching can avail beyond the scholar's ability to learn. But that ability may be increased by favorable appliances; and teachers are responsible to their pupils for the best of those appliances.

We have often wondered why the principle of division of labor is not more extensively applied in schools where the number of teachers admits of its application. So far as our observation extends, teachers dislike the monotony of teaching one or two branches exclusively; each prefers to teach in the whole round of studies. It would seem, however, that if the practice were different, better results would be witnessed. Though the monotony should be tedious to the teacher, that should not be allowed to stand in the way of the pupil's progress. But it is believed that a teacher who is sufficiently zealous in his work, would experience no such tediousness. The delight of such a teacher is the rapid improvement of his scholars, and while he can behold that, he will not think of his own sacrifices.

This principle is especially applicable in the department of writing. Great skill in writing and in teaching penmanship is not much dependent upon accurate knowledge in the other school studies. Writing is to a great degree a manual exercise; and skill in it must be acquired by practice. But that practice under the direction of a skilful and faithful teacher, who teaches in that department only, must be more successful than under teachers whose attention is mainly devoted to other and entirely different subjects.

Writing is very justly esteemed one of the fundamental branches of common school education; and its relative importance is perhaps increasing from year to year. Not only does ordinary business demand a fair, legible hand, but the multiplied correspondence induced by cheap postage, demands a rapid and elegant hand; and the prolific brain in the literary world requires ability to seize and record the evanescent thoughts as they fly.

The fact that some of our recent legislative records require re-writing to render them worth preserving, is no more creditable to our schools than to the political parties that elevate ignorance to responsible station.

Evidently something more efficient is necessary to meet this increasing demand upon our schools, not only in the department of writing, but in all departments; and what promises so much, and can be so easily adopted, as the assigning of each branch of education to its particular teachers? Our colleges and the highest order of schools have ever been conducted upon this plan; and we are persuaded that, where it is practicable, its adoption would be equally advantageous in our common schools. B.

NEW PUBLICATION.

TREATISE ON AXE-HANDLES: BY ZEDEKIAH CRANE.

THE writer of this article, in the onset, wishes frankly to say that not having had his usual amount of fees allowed him for pledging himself to puff the above work, he feels himself under no obligations to give it more than a passing notice. If people now-a-days want their books noticed, they must pay; for we professional puffers assure them that we graduate the amount of "sodder" by the amount of "tin" we get for it. Having premised thus much, we proceed, professionally, to notice the treatise mentioned as above.

We live in an age of progress. Scarcely a week passes but some new luminary in science or art rises above our horizon. The press teems with new books, and every new book teems with new thoughts, and every new thought gives a fresh impetus to the progress of the age. Prof. Grimes, for instance, it is currently reported, has discovered a new definition to a straight line, and is forthwith to write a Geometry, to be followed by a whole series of mathematical works, to be followed by countless reams of puffs, to be followed by an army of agents, to be followed by countless petitions of teachers in favor of the introduction of these works into schools, and finally to be followed by the countless complaints of these very teachers, and the introduction of the more recent works of Prof. Higgins, who has proved that the old definition of a straight line is better than Grimes's, and has made great improvements in the mode of working the division of Decimal Fractions. And so the world is progressing. Every subject almost has a treatise written upon it, and if a man is ignorant in these times, it is because he will not read the books.

But of all the works published during the last half century, perhaps none will compare, for originality and depth of thought, with that of Zedekiah Crane on Axe-handles. The author, having for many years been a practical teacher, and being a son of the celebrated Ichabod Crane, is admirably qualified to undertake the task of reducing to a system so crooked a thing as an axe-handle. It is not too much to say, that he has met with entire success. The most difficult and irregular curves and crooks in the thing, have been clearly defined and named, and he has produced a work which will find access into every school in every civilized community. Read his lucid discussion of the big end of the axe-handle, page 219:—

"Q. What is the name of the curve D? (Referring to a figure.)

"A. It is the epicycloidal curve, which, if not made mathematically true, allows the hand to slip, and horrid consequences to follow.

"Q. What should be the section of the big end of the handle?

"A. A sub-elliptical oval, the only shape with which a fellow can chop with any kind of comfort."

But I have quoted enough. The book is bound to make a stir; to reform the whole science of wood-chopping; to affect all agricultural pursuits; to save great waste in lumber; to make fuel cheap; to do away with saws and saw-horses; to be introduced into schools, as aforesaid; to employ an army of agents; to make easy and agreeable the abstruse subject of wood-chopping; and, in general, to advance the welfare of mankind. Indeed it is difficult to conceive how our forefathers, ignorant as they were of scientific principles, ever learned to chop wood:

Allow me to urge every friend of education to aid in the circulation of this excellent treatise.

Published by the firm of Snubbs & Wiggins; 8vo, pp. 408.

PUFF.

P. S.—This treatise is to be followed by sundry others upon the Hoe-handle, the Shovel, and other practical subjects, all forming an invaluable library for any person intending to follow agricultural pursuits. Indeed the day cannot be far distant when a book shall be written on every possible subject, and all these books introduced into our schools. What a glorious time that will be for teachers!

BRICKS.

PASSING along a somewhat worn sidewalk in one of our cities a few days since, I amused myself with noticing and comparing the different aspects and conditions of the bricks which are so daily swept by the ceaseless tread of the thoughtless multitude. There they lay in hopeless helplessness, by thousands, side by side:—the dark and vitrified, the ruddy and cheerful looking, the pale and soft, supporters, by daylight and darkness, of the misery, the want, the pride, the crime and the purity, that flit across their faces. Some appeared to be little worn by their hard and downtrodden situation. With forms of iron, they have endured the rain, the snow, the frost, the dust and the sun, for perhaps a quarter of a century, and by all these rough contacts have only become the smoother and more serviceable.

in upholding the public good. Others show the marks of time and attrition more distinctly, and their originally smooth and unfurrowed visages betray to a greater extent, the hard lot which has fallen upon their once tender and yielding forms. Another class seems to have fared much worse than the last, and by their cracked and crumbling corners and cavernous faces, give unmistakable indications that the places which now know them will soon know them no more.

It has occurred to me more than once since this passing notice given to the hardened clay beneath, that in many respects, man may not inaptly be compared to these brethren of common origin and destiny upon which he tramples. Like them he is a worn and wasting creature, subject to the accidents of wind, and storm, and frost, which relax and contract his powers of body, and at length break them. Like them he is trodden under foot thoughtlessly, and endures passively.

Sometimes, like the hard brick, he becomes polished, but not broken by the usage he receives;—sometimes, like the soft one, he is eaten up by care, and literally “worn hollow” by the passage of the world over his body and spirit. Friends desert him. Relations sink into the grave, and he misses the support of kindred blood. Riches crumble beneath his grasp like the apples of the Dead Sea, and bitter dust alone remains. The anchor of hope hardly holds bottom, and his prospects are shrouded in gloom.

What then? Are bricks of no use? and is man a useless mistake, an imputation upon creative wisdom? Far otherwise. He may be, in the “good time coming,” he will be, “a perfect brick;” not occupying his present lowly position, but crowning some turret of virtue, or built into some wall of unassailable moral beauty, worthy the admiration of passing seraphs, who shall, as they recall the lowly elements of his original station, wonder at the cunning hand that has wrought such striking results.

OMEGA.

READING IN SCHOOLS AND AT THE FIRESIDE.

THE thought must have occurred to one in the least degree familiar with the mechanical, humdrum method of teaching reading in our common schools and academies, that a reform is imperatively called for. It is the office of the school to teach not only the meaning of the punctuation marks, the proper inflections and intonations, the distinct enunciation and correct emphasis of words, and the blending of all these into a clear,

forcible style of reading, but to form, in some manner, a literary taste; to turn the attention of the scholar to the beauty of thought as well as to its outward form, and to implant in the young mind right principles. These two purposes of reading should never be separated in the mind of the teacher, and class books should be arranged with this in view. While this is true in the earliest stages of the child's progress in the art of reading, it is many fold more important as the mind advances in culture and maturity. If the reading exercise is dull and monotonous; if it does not call out some thoughts, and awaken some interest in the scholar, it soon becomes a formality to be gone through with—a task to be performed, and fails to educate the mind, or even to cultivate the vocal organs. When a mind is thoroughly imbued with a thought; when it catches the inspiration of a truth, there is no hesitation as to how the thought should be expressed; it *will* express itself truthfully and well. We regard it as self-evident, that when the scholar has been roused to activity; been made to feel that he has a direct individual interest in the subject matter of his reading—an immediate benefit to derive from it—the great point in good reading has been gained. We do not intend to say that no rhetorical rules are necessary; but only that a knowledge of these alone will never make one an effective, polished reader.

Another consideration is here worthy of notice. Before the scholar leaves the school for the active duties of life, a literary taste must, as a general rule, be formed, and its character determined. If the teaching has been such as to lead the mind to appreciate the beauties of sound thinking and good writing, it will hereafter seek for companionship with the best authors, and will go on to educate itself. If, on the contrary, no correct taste has been acquired, books are thrown aside as a weariness, and with the close of school days terminates all intellectual effort—all literary spirit. Physiologists tell us that coloring matter mixed with the food of an animal, will diffuse itself throughout the whole system, and give its tint even to the bones. So with reading—the mental aliment. It gives color to the very constitution of mind—hue and complexion to thought, and leaves its traces in the intellectual, moral, and social life. What the scholar reads in school and elsewhere, and how he reads, are matters which involve weighty consequences.

Two serious difficulties are in the way of the proper elevation of the standard of reading in our schools. The first is the incapacity—the want of refined taste and that culture which an extensive and thorough reading of the best authors can alone give—of the great mass of teachers; the second, the imperfection of the Readers made use of. Like instructors, like

pupils. The pedagogue whose thoughts never range beyond the covers of his text-books; whose clumsy hands never remove the husk which covers the living germ of truth; whose eye cannot see, and whose mind cannot appreciate the principles which underlie all-science—cannot teach anything rightly, much less can he form the young mind to correct habits of thought, and lead it to the pleasant vales and mountain heights of literature. Again, a teacher of cultivation and taste can do comparatively little unless he can place in the hands of his scholars such reading as is calculated to elevate and refine, and placing himself on a level with them, discover for them the beauties of thought, and hold them up to admiration.

Hitherto there has not been, to our knowledge, a Reading Book for advanced scholars, which approximated in any considerable degree to this standard. But we bring tidings of emancipation from the old, ink-stained, thumb-marked, twentieth-time-read-over School Reader. The title of the book to which we refer is given below.* It is composed of selections from the more prominent English authors of the nineteenth century, comprising extracts from the political, theological, ethical, poetical and literary productions of more than one hundred men and women of celebrity. The author prefaces each selection with a brief biographical sketch of the writer, and, to use his own language, says, "I have endeavored to represent the views and feelings of every author inserted, fairly and honestly: and where any one has shown that his heart was particularly and deeply interested in any one great subject, I have felt it my duty, without fear or favor, to let his views on that subject appear." By this method, we are made familiar with the peculiar characteristics of the individuals, and the scope and tendency of their writings, and the reader will be induced by the perusal of these extracts to extend his researches farther, and to make himself more intimately acquainted with the authors thus properly introduced to his notice. * * *

We commend the volume of selections to the notice of every one who is interested in promoting intellectual and social culture, believing that its influence will be most happy.—*The Country Gentleman*.

To say little and perform much is the characteristic of a great mind.

* **ENGLISH LITERATURE OF THE NINETEENTH CENTURY:** Designed for Colleges and Advanced Classes in Schools, as well as for Private Reading. By Charles D. Cleveland. E. C. & J. Biddle, Philadelphia: C. M. Saxton, N. Y.

EDUCATION IN THE UNITED STATES.

FOR the free instruction of the people, therefore, there are in the whole United States, in round numbers, 60,000 schools, which are supported at an annual expense of something less than six millions of dollars, of which sum more than half is expended by the two States of New York and Massachusetts. In this survey of the common school facts of the different States, we find little cause for boasting, though much for hope. For, though nearly every State in the Union has *recognized* its duty to see that no child within its borders grows up in ignorance, yet only a few of the States have taken up the subject of universal education with anything like the earnestness which its importance demands. Teachers generally are ill paid, and *hence*, ill qualified; and it is a startling fact, that the people of the United States pay quite half as much every year for the support of their dogs as they do for the education of their children. A well-informed man is still a rarity, and multitudes of the people "spell character with a k," and are ready to affirm, that "oats is cheaper than they was last year."—*Home Journal*.

TO THE EDITORS OF THE "MASSACHUSETTS
TEACHER."

IN the abstract of "Proceedings of the Massachusetts Teachers' Association," at its late meeting, published in the January No. of the "Teacher," I see my name erroneously set down in the list of those speakers who opposed "the Self-Reporting System of School Discipline," or doubted its general applicability, as an instrumentality in school government.

I do not suppose that I was misunderstood by the members of the Association, present at the discussion, and should not deem the inaccuracy in your report injurious, were there not, as I judge, essential principles of school philosophy and discipline involved in that discussion; regarding which, I neither desire to be neutral in opinion, nor to withhold my influence, however slight it may be, from those which should be adopted as rules of action.

I will not echo the sentiments of Mr. Mansfield's "Prize Essay," but will merely add that, although as a teacher I have often tested the fidelity of my pupils in self-scrutiny and self-

condemnation, yet I have never done so, systematically and continuously, upon "the Self-Reporting System," before the present season.

Believing that the majority of children are truthful, and that, therefore, this instrumentality would be reliable, and that much good might result from its operation, immediately on my return from Boston, I introduced it into the "West Grammar School," in this place, applying it to the restraint of whispering, and the various telegraphic modes of communication, at which scholars are usually ready operators.

I annex a statement of the result, as recorded during a period of six weeks. Of one hundred and sixty-one different scholars composing the school, sixty-five have communicated in some one of the various modes, while ninety-six have wholly abstained. Among those who have communicated, there has been great disparity; some having done so but once or twice, and by sign only, while those most culpable have offended ten times. The aggregate number of instances of communication is two hundred and four. The school has been kept fifty half days, during the period comprehended in this report, giving an average of four cases each school session. The pupils are of different ages, from eight to seventeen. Of those self-condemned only eleven are girls. The number of girls in the school is about equal to that of the boys. At first I inflicted no punishment on those self-convicted of communicating; subsequently I have punished the repetition of the offence by detention, and by public and private reproof.

It may be asked, Are these statistics reliable? Are you not in doubt regarding the veracity of your scholars? My answer to these queries, may be inferred from the fact, that, with the aid of three assistant teachers, I have discovered two, and only two, instances of falsehood in the reports, and one of the scholars guilty, has been, is now, and we fear ever will be notoriously mendacious; and even he has repeatedly pleaded guilty to the charge of communicating.

Previous to the introduction of "the Self-Reporting System," I addressed a serious appeal to the moral sense of my pupils, setting forth, by Scriptural reference and otherwise, the deep sin of falsehood, as well as its meanness. I have repeated the lesson whenever the propitious occasion has presented itself, and I must conclude from the sequel, that their hearts are right in this behalf. I have never condemned any scholar on suspicion. In judicial proceedings between man and man, we presume every one to be innocent, until proved guilty; but there are teachers who, reversing the legal maxim, presume guilt and require proof of innocence. I desire neither to be the Fouché nor the Draco of the school-room. By distrust,

children are made treacherous; by harshness, brutal. Those teachers who are most deceived by their pupils, may have sowed the seed of the tares they reap.

JAMES M. BUNKER.

Nantucket, Jan. 21, 1854.

For the Massachusetts Teacher.

WHEN an earnest and faithful member of our profession, one who has exerted an unusual influence in advancing the cause of education, by the high purpose, the noble spirit of self-sacrifice, and the habit of independent thinking which he has infused into the many teachers whom he has prepared for the duties of their employment,—when such a man is obliged to leave the field, and particularly when he is driven to that step by having sacrificed his health in his arduous endeavors faithfully to serve the public, it is highly proper that some notice be taken of it by the organ of the profession in the locality where he labored.

In September, 1840, the State Normal School, at Bridgewater, was opened under the auspices of the Board of Education, with Nicholas Tillinghast as its Principal. At that time, there was in the community much opposition to the system of Normal Schools, and Mr. Tillinghast encountered a full share of it. But he had counted the cost before beginning the work, and quietly, unostentatiously, though resolutely and diligently, he worked on. He labored under many disadvantages. Many of those who were admitted into his school were but poorly prepared, and many were not naturally adapted to the business of teaching; and whenever one of them failed in an attempt to teach, though the person might not have been his pupil more than two or three months, yet every such failure was, by the opponents of the system, used as an argument against the school. Still he worked on, possessing, in the consciousness of having done his duty, a far nobler reward than the praises of men. With the exception of fourteen weeks of ill health, he discharged the duties of his very responsible situation from the opening of the school to July, 1853, when his health entirely gave way, and he found it impossible to continue his labors. His resignation, however, was only accepted by the Board conditionally.

Mr. Tillinghast is not only a devoted teacher fully realizing the very solemn responsibility of the employment, but he is eminently successful in training the intellectual powers of his pupils. A hard student, a thorough and accurate scholar himself, he never was satisfied with anything short of close application and accurate scholarship in them. For every statement

made in a recitation, he insisted upon a sound and sufficient reason. His modes of teaching, though he made very little noise about them, were philosophical, and always based upon principles, and not, as it too often happens, upon arbitrary rules. He possessed immense power in the awakening of thought in his pupils, and in making them stand on their own feet. His influence upon the character of our public instruction has been very great, for we find his methods of teaching adopted in very many of the best public schools, although the teacher is frequently not aware of the source from which the methods he uses were obtained.

It is the earnest wish of all who know and appreciate him, that he may again be able to take some important post in the educational field in our State; but even if his career as a teacher should be already closed, judging from what he has accomplished, it will have been a long one.

At the close of his connection with the school at Bridgewater, his pupils past and present made up for him a handsome purse to be used in travelling for his health, and he has complied with the wish thus expressed, by taking up his residence for the winter in Florida. E.

PLYMOUTH CO. TEACHERS' ASSOCIATION.

THIS Association held its Eighth Semiannual Meeting at East Abington, Friday and Saturday, Dec. 16th and 17th, the President, Mr. Lewis E. Noyes, of Abington, presiding.

The meeting was opened with prayer by Rev. H. D. Walker, of East Abington.

The forenoon session of Friday was principally devoted to business.

The following gentlemen were chosen as officers for the ensuing year:

For President—Mr. F. Crosby, of Plymouth.

Vice Presidents—Messrs. M. P. McLauthlin, Rev. H. D. Walker, and Rev. E. P. Dyer.

Executive Committee—Messrs. L. E. Noyes, J. W. P. Jenks, M. Conant, E. P. Bates.

A Committee on Criticism was appointed, consisting of Messrs. Hewitt, Sheldon, Edwards and Collamore, and Misses Bailey and Jacobs.

The subject for discussion, as announced by Mr. Edwards, was—The Self-reporting System for Misdemeanors in School.

This was discussed by Messrs. Edwards and Barrell, in favor of, and Messrs. Jenks, —, Reed, Bates, (of North Bridgewater,) and Crosby, against this system.

The principal arguments in the affirmative were : It will afford opportunities for inculcating moral principles—it will assist the scholars in forming habits of truth-telling ; (and practice is needed in this, as well as in every other habit,)—it will form in the scholars the habit of watching their own conduct and actions, and in the end make better men and women of them—if the teacher does not trust his scholars, they will not trust him, &c. Those who argued on this side, claimed that this system should be used in connection with other modes of government, and not be depended upon alone ; and that it should be used not for the sake of discipline, but on account of its moral effect.

On the other hand, it was argued—that there are always some scholars who will take advantage of anything of this kind—that some have no moral culture at home, and would even prefer to lie rather than speak the truth—merchants might as well adopt the self-reporting system of accounts ; and if men cannot be trusted, how shall children be ?—that, as “ eternal vigilance is the price of liberty,” so eternal watchfulness is the price of good school discipline—it will teach the young to be honest as far as convenient, and otherwise, dishonest—that the honest, who report their misdemeanors, will be punished ; but the dishonest, who are doubly to blame, go unpunished—nothing gained by this system, except to give the scholars opportunities to lie—it takes away too much of the teacher’s authority—we cannot take children “ as young angels, and trust them as such,” &c.

The speakers on each side argued principally from their own experience.

At the commencement of the evening session of Friday, and of the two sessions on Saturday, the Committee on Criticism made their reports, which often elicited animated and witty replies.

A lecture was delivered before the Association on Friday evening, by E. A. Beaman, Esq., of Boston. Subject—Adaptation in the Development of Mind. The lecturer argued from analogy between the mind and the body, that knowledge should not be assigned to the young as a *task*, but only as their minds craved it—that the acquisition of knowledge should be the means, not the end—and, hence, that our present system of education is wrong.

A Committee to take into consideration the surplus in the Treasury, was appointed—Messrs. Jenks, Cornish and Hewitt—who reported that it was best “ to put it at interest as a fund for future exigencies that might occur ;” which report was adopted.

Lecture on Saturday, A. M., by R. Edwards, Esq., on “ Commerce.” This most excellent address has been before deliv-

ered, and full reports of it have appeared in the papers. The main idea, that the commerce of a place depends upon its physical character, was ably demonstrated. The illustrations were to the point, and showed that the lecturer possessed not only a "schoolmaster's, but also a statesman's knowledge of politics and scientific geography."

After this lecture, the lecture of the previous evening was discussed, by Messrs. Reed and Bates, of Abington, in opposition to the lecturer; and Mr. Crosby, of Plymouth, in support of him.

It was argued on the one hand, that there was not that analogy between the body and the mind that the lecturer had claimed—that they were of entirely different natures—that the analogical, is not a logical mode of argument in introducing a new theory; that "tasks" are *essential* to discipline; and that many of the lecturer's conclusions were indefinite and incorrect.

On the other hand, it was argued, "that there were some good things in the lecture, and that some of the statements made did not mean what they seemed to at first."

Saturday, P. M.—Mr. Conant, of the Bridgewater Normal School, delivered a very interesting and instructive extemporaneous address on the means of making the life of the teacher agreeable—unlike "old sermons." It was said, the teacher must "have faith"—must take large views of other subjects than those immediately connected with the school—must not let his peculiarities be so marked that any one may say "there goes the schoolmaster"—must be well read in the history of common studies—that if this advice is followed many a demon will flee away—that we must not depend on one system alone—each mind is an original—by matching different minds, we find a rich combination of which we never shall weary—this is new life every day—every day we shall find less and less difficulty—every teacher must have a different way of his own, or else he is not true to himself—a teacher really earnest will not mistake the right way. Mr. Conant closed with a few remarks showing the necessity of female teachers; saying that the strength of mind was the same in both sexes, and that the superior in either is the effect of culture—referring to Mrs. Somerville as a lady "who enriches everything she touches."

Mr. C. gave some interesting accounts of his own experience, and showed conclusively, that as far as he was concerned, (to use his own language,) "the teacher's life and joys are new every morning, and fresh every evening."

A committee of one from each town in the county, was chosen to ascertain the number of teachers present from each town; and their report showed that there were 112 present. From

East Bridgewater 2, Duxbury 3, Kingston 5, North Bridgewater 4, Hingham 3, Abington 20, South Scituate 6, Marshfield 5, Hanover 8, Hanson 4, Pembroke 3, West Bridgewater 1, Bridgewater, (including members of the Normal School,) 37, Middleboro' 5, Halifax 1, Plymouth 4, Scituate 1.

The Committee on Resolutions reported the following, which were adopted by the Association.

Resolved, That the warmest thanks of the Association be presented to the Local Committee, and to the people generally, for the hospitable reception and entertainment we have experienced at their hands — leaving nothing, in fact, undone, and more than doing all. Also, to the proprietors of the church, for the use of the same so kindly afforded us.

Resolved, That our thanks are due E. A. Boaman, Esq., for the instance afforded on Friday evening, of devotion to ideas, in whose advocacy we can but believe him honest, as we know him to be earnest; although we must at the same time firmly dissent from the same. Also, to R. S. Edwards and Marshall Conant, Esqs., for their very instructive and valuable addresses.

Resolved, That our extemporaneous Quartette Club, (Messrs. Barrell, Ford, Mayhew and Packard,) merit our thanks for the cheering song furnished by them.

Resolved, That our sincere thanks be given to L. E. Noyes, Esq., for the acceptable manner in which he has discharged the responsible duties of the Presidency of our Association during the present year.

The exercises of the meeting were closed with prayer by Rev. H. D. Walker, and with the singing of "Old Hundred."

The meetings were held at Manamooskeagin Hall, with the exception of the lecture on Friday evening, which was delivered in the Rev. Mr. Walker's church.

This was one of the most interesting meetings the Association has ever had. Animation pervaded all the exercises; and without doubt all the teachers present went home to their arduous labors with refreshed strength and new interest.

The next meeting will be held the second Friday and Saturday of June, 1854, at a place hereafter to be announced.

EDWARD P. BATES,

Secretary pro tem.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

ELEVENTH SEMI-ANNUAL SESSION.

Quincy, Dec. 22, 1853.

THE Association met at the Town Hall, this morning, at half-past 10 o'clock, and was called to order by D. B. Hagar, of Jamaica Plain, President.

Prayer was offered by the Rev. Mr. Clarke, of Quincy.

The President then read a brief address on the subject of Teachers' Associations.

At eleven o'clock H. Willey, Esq., of Braintree, addressed the Association in a lecture on the "Hindrances to successful Teaching."

At the close of the lecture, which was listened to with deep interest, Messrs. Kneeland, of Dorchester, and Smith, of Cambridge, remarked upon the subject of the same.

Voted to adjourn till 2, P. M.

AFTERNOON SESSION.

The Association reassembled at 2, P. M., for discussion. Subject—"The Means of keeping Scholars constantly occupied during School Hours."

Mr. Snow, of Dorchester, opened the discussion, and, among other things, suggested map-drawing as useful and interesting employment for the spare moments of pupils.

Mr. Wellington, of Quincy, advised an appeal to the scholar's desire to be useful, and, by this means, to awaken the spirit of industry. The fear of punishment he reserved for the perversely idle.

Mr. Woodbury, of Dorchester, would give scholars so much to do they would have no time to be idle.

Mr. Wheeler, of Quincy, thought it was none too early to contrive some way for keeping pupils employed, if it could be done without burdening the already overloaded teachers with new duties. He did not see where they would find time or health for many more kinds of school work.

Mr. Hagar recommended scientific reading for students whose abilities enable them to get their lessons in less time than their classmates. He thought industry would be promoted by having the times for all the exercises of the school fixed.

Mr. Kneeland explained his plan of arranging his classes in a certain order which he followed, without, however, regarding the hours at which the recitations begin and close. By this system he could spend more or less time with a class according to the demands of the subject under consideration, and thus awaken interest in the lessons and promote industry.

The discussion was continued by Rev. Mr. Clarke, Messrs. Gage, of Jamaica Plain, Slafter and Stevens, of Dedham.

Adjourned till 7, P. M.

EVENING SESSION.

At seven o'clock, Mr. Smith, of Cambridge High School, read a lecture on "The Study of the Classics."

The lecture was an earnest appeal in behalf of the old English authors, who are so apt to be neglected for the popular fictions of the day.

The subject of the lecture was discussed by Messrs. Smith, Morton, and Thayer, of Quincy.

FRIDAY MORNING.

At nine o'clock the subject of "Mental Arithmetic" was discussed.

Mr. Weston, of Roxbury, gave some explanations of mental operations in computing interest. Mr. Metcalf, of West Roxbury, gave a method simplifying and abbreviating the work of casting interest.

Mr. Kneeland gave an account of a man who complained that his son could solve arithmetical questions mentally which he could not with slate and pencil. He also showed the economy of mental processes.

Mr. Richardson, of Dedham, thought that scholars ought not to have the book before them in recitation. Their habits of attention may be cultivated by obliging them to remember questions of considerable difficulty as given out by the teacher.

Mr. Hagar suggested a method of abbreviating the computation of interest.

At eleven o'clock the Rev. Mr. Chaplin, of West Dedham, delivered a lecture on "The particular Aim of the Common School." The lecturer treated his subject with a nice discrimination of what is, and what is not, the business of the school-room. We believe that our Association has seldom been permitted to listen to a more able and instructive address.

Adjourned till 2, P. M.

AFTERNOON SESSION.

The Association assembled after dinner, and, after some brief speeches on the social duties of teachers, Mr. Kneeland, of Dorchester, submitted to the meeting the following motion, which was enthusiastically adopted.

Voted, That the thanks of this Association be presented to those gentlemen who have lectured before us on this occasion, for the instruction they have so eloquently offered us; to the

inhabitants of the Centre District of Quincy for their generous hospitality ; to the committee of arrangements for their excellent provisions for our comfort ; and to the gentlemanly proprietor of the Hancock House for the accommodations he has afforded us.

The Association then adjourned.

This meeting of the Association not only exhibited an increasing interest in the cause of education, but showed to all present that the Teachers of Norfolk County are determined to know all their duties and also their rights. All the discussions were animated, interspersed with wit and repartee, and abounding in good sense and mutual kindness.

Though the teachers returned from this meeting through a drenching rain storm, yet we are confident that they left Quincy with improved ideas of their vocation, and better fitted for their labors of the winter, and, therefore, will come together with increased ardor at the next semiannual session.

C. SLATER, *Sec'y.*

BARNSTABLE COUNTY TEACHERS' ASSOCIATION.

THIS Association held its Annual Meeting at Pine Grove Seminary, in Harwich, commencing on Thursday evening, Dec. 22. Prayer was offered by Rev. Mr. Willey, of the Cherokee Mission. A committee was chosen to arrange the proceedings and to report a list of officers for the ensuing year. The audience for the evening consisting mostly of teachers of the town schools and scholars of the seminary, Daniel Leach, Esq., of Roxbury, who was present, was invited to speak on the subjects of Arithmetic and Geography. His remarks and illustrations were highly interesting.

Rev. Mr. Willey being called upon, gave an account of the state of Education among the Cherokees, with whom he had been laboring for eight years, speaking particularly of the very flourishing Female Seminary supported by that nation. He dwelt on the futility of efforts to elevate this people, or any other, by education alone disconnected from the influence of religion.

On Friday, the Association met at half-past 9, A. M. Prayer was offered by Rev. M. H. Wilder. The first exercise announced was a lecture by Daniel Leach, Esq. Mr. Leach presented, by request, the subject of Grammar. He showed how the study of *words* was calculated to excite thought among pupils. All words had at first but one meaning. Tracing back

those words which are now used figuratively to their original *one meaning*, derivations to their primaries, employing certain words in writing sentences, analyzing sentences and figurative expressions, noting the history of a people as embalmed in the words of their language—all tended to lead the pupil to look at things singly, to give him correct mental habits, and to cultivate the taste and imagination.

At half-past ten the Committee called up the following Resolution, which was laid over at the last meeting, the discussion of which occupied most of the time of the present sessions:—

Resolved, That the efficiency of the Schools of this County would be promoted by abolishing the District system.

The arguments used in support of ~~this~~ resolution are too many and too familiar, at the present day, to be reported here. Mr. Leach gave very many facts from his own extensive observation, showing the superiority of those schools under the new system over the others, and the entire satisfaction of those who at first opposed the change.

J. B. Tallman, Esq., of Rhode Island, a county inspector of Schools, in his own happy manner, threw light upon the subject. Messrs. S. C. Dillingham, of Sandwich, Tripp, of Hyannis, Wilder, Brooks and Sproat, of Harwich, Dickinson and Atwood, of Chatham, continued the discussion in the afternoon. A committee was chosen to secure the agitation of the subject in the different towns of the Cape, and its discussion in the county papers. It was voted to lay the resolution on the table for future consideration.

Rev. N. S. Dickinson, of Chatham, then delivered to a large audience a very excellent lecture on the "Importance of Good Manners," entering very fully into the subject, and showing the importance of doing right things in the right way.

Notwithstanding a very rainy evening, a goodly number were present at this session. J. B. Tallman, Esq., gave a very eloquent and appropriate lecture on "Human progress and discoveries since the Middle Ages;" which was listened to with marked attention.

Mr. Brooks then introduced the following resolution:

Resolved, That greater care should be taken by parents that their children acquire early the habit of *reading at home*; and the best means usually afforded for acquiring this habit is the Sabbath School Library.

The resolution in all its bearings was very fully discussed by Messrs. Willey, Wilder, Tallman and Atwood, and was adopted.

The Association convened Saturday morning, at half-past 9. Mr. Tallman occupied an hour with very excellent remarks to teachers, giving many practical hints, drawn mostly from his own experience, on governing schools.

Rev. Mr. Wilder offered the following :

Resolved, That the interest of parents and guardians in the prosperity of our schools, would be promoted by levying a portion of the expense of the school on the scholars, as a condition of their enjoying the advantages of the public fund.

Much animated discussion arose upon this resolution. Messrs. Wilder and Tripp adduced many examples to show that the interest taken by parents in the education of their children, was in proportion to the money it cost them. Mr. Tallman and others, entirely dissented from such premises. Mr. Tripp had allowed that good scholars were made by good mothers. Now, if a dollar or two, said Mr. Tallman, will make good mothers, your principle is the true one. Facts were against it. The very best schools among us were those that were entirely free.

The resolution was lost.

The thanks of the Association were voted to D. Leach, Esq., Agent of the Board of Education, for his very important aid during the session ; to J. B. Tallman, Esq., for his very interesting lecture and remarks ; to the Citizens of Harwich, for their hospitality ; and to Sidney Brooks, for the use of his rooms for the meetings.

Voted, That the proceedings of the Convention be published in the county papers and the Massachusetts Teacher.

Adjourned *sine die*.

SIDNEY BROOKS, *Secretary*.

BOYS.

Boys should be admonished by teachers to beware of the following description of company, if they would avoid becoming like those with whom they associate :

1. Those who ridicule their parents or disobey their commands.
2. Those who profane the Sabbath or scoff at religion.
3. Those who use profane or filthy language.
4. Those who are unfaithful, play truant and waste their time in idleness.
5. Those who are of a quarrelsome temper, and who are apt to get into difficulties with others.
6. Those who are addicted to lying and stealing.
7. Those who take pleasure in tormenting animals and insects.

[For the Massachusetts Teacher.]

MIDDLESEX COUNTY TEACHERS' CONVENTION.

PURSUANT to a call of the Committee appointed at an informal meeting of Middlesex Teachers, held in Boston, the 23d Nov. 1853, a highly respectable number of the Teachers of the County, assembled, the 30th of Dec., in the City Hall, Charlestown.

The Convention was called to order at 11½, A. M., by C. C. Chase, Esq., of Lowell, and organized by the choice of A. M. Gay, Esq., of Charlestown, as Chairman, and Elbridge Smith, Esq., of Cambridge, as Secretary.

Whereupon it was moved by C. C. Chase, Esq., That we resolve ourselves into a "Middlesex County Teachers' Association," which passed unanimously. On motion of L. P. Frost, Esq., of Waltham, the gentlemen, whose names were appended to the Circular calling the Convention, were appointed a committee to draft a Constitution. A committee was also chosen to prepare resolutions for the discussion of the Association.

The Convention then adjourned to 2, P. M.

The Convention having reassembled agreeably to adjournment, the committee to prepare a Constitution reported through its Chairman. On motion of L. P. Frost, Esq., the report was accepted and the Constitution adopted.

On motion of J. W. Hunt, of Newton, a Committee, consisting of Messrs. Frost, of Waltham, Smith and D. Mansfield, of Cambridge, Chase, of Lowell, and J. Swan, of Charlestown, was appointed by the Chair, to nominate officers for the ensuing year.

The committee, after consultation, submitted the following nomination, which was adopted.

President, A. M. Gay, of Charlestown.

Vice Presidents, J. P. Fiske, of Lowell; A. B. Magoun, of Cambridge; Daniel French, of Waltham; Charles E. Hovey, of Framingham; W. A. Stone, of Woburn.

Secretary, J. W. Hunt, of Newton Centre.

Treasurer, W. H. Ladd, of Cambridge.

Executive Committee, J. Kimball, of Lowell; Charles Hammond, of Groton; Rufus Sawyer, of Medford; L. P. Frost, of Waltham; E. W. Gale, of Malden.

After the choice of officers, the committee on resolutions reported the following, which from the lateness of the hour were laid on the table.

Resolved, That it would benefit the cause of education, to have a Superintendent of Schools appointed in each of the cities and large towns of the State.

Resolved, That the government of pupils in our schools should be, as nearly as possible, like that under which they will live when they become adults, in order that as citizens, they may not only be prepared to make laws, but also to yield unqualified obedience to them.

The Association was then favored with some encouraging and highly appropriate remarks from the Secretary of the Board of Education. He thought it truly a ground for encouragement that so many teachers, both ladies and gentlemen, were present at this *first* meeting of the Association from various parts of the County; that it augured well for the educational interests of Middlesex to see so many who had surmounted the obstacles thrown in their way by one of the severest snow storms that had visited us for years. He proceeded to state some of the defects, that he had noticed in similar gatherings, in their business transactions, as for instance, the wasting of time in unimportant matters, to the exclusion of business of greater moment. He would have the Association in its outset, take a high position and retain its true dignity, by giving to all questions that come under their consideration, their *just* weight. By such a course the Association could not fail of doing great good and receiving the meed of public approbation.

The Association then adjourned to 7, P. M.

Agreeably to adjournment, the Association was called to order by the President, and listened to a very interesting and suggestive lecture from the Secretary of the Board, on the "Culture of the Imagination." Every teacher in the County should have heard it, especially in its relation to the teaching of Geography, History, and Reading.

The Association was then adjourned to 9, A. M., of the following morning.

Pursuant to adjournment, the Association was called to order by the President. The proceedings of the previous day having been read, Prof. Agassiz, of Cambridge, was introduced to the audience as the lecturer of the morning. He took as his subject, "Geology, its Relations to the World's History," as illustrated in the formation of the Florida Coral Reefs. After the lecture an animated conference sprung up between the professor and several teachers on points suggested in the address.

On motion of C. Hammond, of Groton, the resolutions were taken from the table, and the discussion of the first in order occupied the remaining part of the day. Messrs. S. W. Wilson, of Charlestown, Hammond, of Groton, J. B. Morse, of Charlestown, Frost, of Waltham, Rufus Sawyer, of Medford, D. B. Hagar, of West Roxbury, Smith, of Cambridge, and J. F. Chase, of Dracont, participated in the debate.

Previous to the final adjournment, J. E. Horr, Esq., of Cambridge, offered the following resolutions, which passed unanimously.

Resolved, That the thanks of this Association are due to the Rev. Dr. Sears, for his eloquent and instructive lecture on the "Cultivation of the Imagination," and to Prof. Agassiz for his very interesting lecture on the Structure of Florida.

Resolved, That the thanks of this Association are also due to the City Government for the *free* use of the City Hall, for our sessions, and to those citizens who so generously received us to their homes.

The Association then closed a very interesting session by adjourning sine die. The next regular meeting will occur in April, 1854, of which due notice will be given by the Executive Committee.

J. W. HUNT, *Secretary*.

Resident Editors' Table.

| | | |
|--------------------------------------|-------------------|----------------------------|
| GEORGE ALLEN, Jr., Boston. | RESIDENT EDITORS. | ELBRIDGE SMITH, Cambridge. |
| C. J. CAPEN, Dedham. | | E. S. STEARNS, W. Newton. |

STATE NORMAL SCHOOL AT FRAMINGHAM.

THE former pupils and special patrons of this institution, as well as the public generally, will be gratified to learn that its long period of wanderings and abode in tabernacles has at length ceased, and that it now enjoys a permanent resting-place.

This institution is said to be the first which has been established in any country, for training female teachers at public charge. It is the oldest Normal School on this continent.

It will be recollected that for several years following their establishment, the Normal Schools of this State were regarded as an *experiment* of a somewhat doubtful character; and, though partly supported by the State and controlled by the State Board of Education, were not properly *State* institutions, until by formal act of the Legislature they were adopted, in 1845.

In order partly to add something to their limited funds and facilities, and partly to test, relatively, the good-will of the people towards the enterprise — the towns were invited by the Board to compete for the possession of the School. Lexington became successful, and the school first drew the breath of life within the walls of the old academy, and on the soil which drank the first patriot blood of the Revolution.

The building was not owned by the Board of Education or the State, but was rented to the school by its proprietors. After

the school had remained in Lexington about five years, increasing numbers of pupils and difficulties respecting enlargement, repairs, rent, &c., made it seem necessary to remove to some other place. A building formerly called "Fuller Academy," mostly gone to decay and for sale at a bargain, was discovered at West Newton, which it was thought might be rendered suitable. Encouraged by the efforts and good-will of some of the prominent men of that village, Rev. Samuel J. May, then Principal of the school, and Hon. Horace Mann, then Secretary of the Board of Education, acting in the name of their associates, purchased the premises for \$1500, a sum which Hon. Josiah Quincy, Jr., of Boston, immediately gave, directing the deed to be made to Mr. Mann. A subscription was raised in the village, and \$600 given towards fitting up the house and grounds. To these sums the State added about \$1800 more, and the school was removed to West Newton. In a few years the house became too small and inconvenient for the purposes of the school, whilst increasing travel in the vicinity, especially on the Worcester Railroad, directly under its windows, made it seem desirable to secure other and more suitable accommodations; besides, the premises occupied were, by the terms of purchase, private property.

An application was made by the Board of Education to the Legislature for an appropriation with which to procure a site and erect new buildings. The sum of \$6000 was granted, coupled with the condition that before building, the Board should receive proposals of land or money in aid of the same, from towns within fifteen miles of Boston. The invitations of the Board not having been very promptly responded to, they were further directed to receive proposals from towns within thirty miles from Boston. Competition now became quite brisk — more than twenty propositions were made. The most of these, however, were set aside as wholly ineligible — among them one from West Newton, whose citizens, though they subscribed liberally, committed the unfortunate error of supposing that there was really small danger of the removal of the school — and that they were only called upon to testify their desire to retain it, and their good-will towards it. Lexington, Salem and Framingham, urged their claims respectively, with great zeal. Of the three locations, Framingham, as the most central, was selected. At the same time it was determined to establish a new school in Salem.

Framingham gave nearly five acres of land and \$2500, and the Boston and Worcester Railroad Corporation gave \$2000.

The preparations for building were begun in March, and the house was dedicated Dec. 15, 1853. The school having by a general levee at their hall, given the people of West Newton a

parting testimony of respect and kind feeling, at the close of the Autumn term reassembled at Framingham, and resumed their customary labors, immediately after the dedication.

The new building is erected on the western slope of a beautiful hill in the very heart of the village, commanding a very extensive prospect, and nearly equally distant from two groves of trees, now the property of the State.

The house is of wood, in the Norman style of architecture, pointed and sanded to resemble freestone, simple and massive. A heavy double arcade occupies the central portion of the front, adding much to the imposing effect of the house. A massive door of oak opens under the lower arcade into a ground entrance hall, lighted by Grecian windows opening upon the arcade. At the right and left are spacious stairways leading to the halls above. Beyond the stairs at the right is a convenient room for philosophical apparatus, and for preparations for experimental lectures in physics, well furnished with pneumatic cistern, soft water, &c. This room opens directly into a spacious lecture-room. On the left of the entrance hall is a recitation-room,—two dressing-rooms, with water from the well and from the cistern, and a range of water-closets. The school-room occupies the largest part of the second or principal story. This is a spacious hall, well lighted by long, grained windows, protected by inside blinds. It is well furnished with a variety of means for ventilation, so that it is expected pure air in abundance will be secured under all circumstances. It has a great supply of "blackboard," &c. There are three platforms: one occupied by a piano; another by a table, for the purpose of consulting reference books; and the centre by the teachers. Just back of the last is a deep recess, on the sides of which are cases for reference books. The desks are double,—of black walnut, with bronze standard,—on the whole, perhaps, as graceful and elegant desks as have ever been made. On the front side of the hall, a door opens into a small room, to be used as a cabinet for minerals, &c.; and at the opposite corner is a similar room, fitted up with cases of black walnut, large table, &c., for a library. Between these two rooms, separated from them by passages, with doors opening into these passages, and also directly upon the central platform in the hall, is the Principal's room. This is lighted by Grecian windows, opening upon the second story of the spacious arcade, and affording a view of the whole valley. This room is so situated and planned, as to be easily accessible from every part of the house. Directly above this suite of rooms, is a large recitation-room and a room nearly filled by a huge rain-water cistern, holding about 3600 gallons, which supplies the water-closets, sink, apparatus-room, &c., with water. There is a forcing-pump connected with this, by

means of which a supply of water can be secured in a dry time. The building is about sixty feet square, exclusive of the arcade. It is the intention to ornament the grounds extensively with trees, shrubs, &c.

The DEDICATION took place on Thursday, Dec. 15, 1853, at 10 o'clock, A. M. The hall was densely crowded, and many were compelled to go away for want of room. The exercises commenced by the singing of an ode by the school. Hon. Judge Kinnicutt, chairman of the Board of Visitors, then made an appropriate opening address. Selections from the Scriptures were read, and prayer was offered by Rev. Dr. Vinton; after singing, the dedicatory address was made by Geo. B. Emerson, Esq., an original hymn by Miss Caroline G. Greeley, a member of the school, was sung, and Rev. Dr. Davis offered the prayer of dedication.

These gentlemen are all of them members of the Board of Education. Short addresses were then made by His Excellency Governor Clifford, chairman of the Board; Rev. Dr. Sears, the Secretary; and by Rev. Mr. Northrop, of Framingham, on the part of the citizens of that place.

After these exercises, at the invitation of citizens of the town, the Board and their guests adjourned to the Town Hall, where an entertainment had been prepared: Hon. C. F. Train presided. Speeches, characterized by good sense, and a profusion of wit, were made by Governor Clifford; Rev. President Walker, of Harvard University; Hon. Thomas G. Cary, late chairman of the State Educational Committee; Prof. Wm. Rogers, the distinguished geologist of Virginia; Dr. Sears; Hon. Lorenzo Sabine, late member of Congress; Rev. Mr. Peirce and Rev. Mr. May, former Principals of the school; Rev. Dr. Edward Beecher; Mr. Geo. B. Emerson; Rev. Dr. Gilbert; Prof. Agassiz; Hon. Judge Hopkinson, President of the Boston and Worcester Railroad Corporation; Rev. Mr. Tarbox, Secretary of the American Educational Society; Rev. Mr. Cutting; Hon. Isaac Davis—and others. Rarely has any occasion brought together so large a company of gentlemen distinguished for their literary and scientific character.

The institution, settled at last in a home of its own, and surrounded with accommodations somewhat worthy of its history and destiny, will, it is confidently believed, enjoy a greater degree of prosperity than ever before.

Aristotle says that to become an able man in any profession whatever, three things are necessary—which are nature, study, and practice.

THE MASSACHUSETTS TEACHER.

Vol. VII, No. 4.] REV. J. P. COWLES, Editor of this Number. [April, 1864.

MORAL AND RELIGIOUS INSTRUCTION IN SCHOOLS.

THE question before us is not so much *whether we may*, as *how we shall* educate the conscience. *How* shall we teach the young immortals, committed to our charge, the first principles of piety and morality? The Laws of the State, the Author of Nature, and the Bible more authoritatively still, require it at our hands: In what manner shall we do it to purpose, is the question.

A good government in school is the first and the most indispensable means of moral instruction.

The nearer any school government comes to a righteous moral government, the stronger is its tendency to educate aright the child's conscience and heart. No amount of expostulation — of saying, Why do ye so? — can compensate for the great lack of not making scholars behave properly. He is a good teacher who makes his scholars happy in doing right.

Our school government must be conducted on the immutable principles of righteousness. Our scholars must see and feel that our discipline has respect to moral qualities. To inflict punishment for an act that has not a moral character would obliterate moral distinctions in the mind of the child. After the pattern of our Father in heaven, we should use ourselves to patience and forbearance where there is, and much more where there is not, moral obliquity. On the other hand, we should not reward intuitive quickness and the involuntary flashes of wit and genius. Not only should the scholar be blamed for wrongdoing, but, when by care and vigilance he has done right, he should have the satisfaction of knowing it. So doing, we are

agents of God, commencing to dispense to his newly made subjects the very government under which they are born and under which they are forever to live. We are giving them practical ideas of right and wrong and their results, such as no mere words can convey to their minds. Our children can hardly turn round without a moral act. Their watchfulness and their heedlessness, their attention and their inattention, their remembering and their forgetting, like the prudence and imprudence of any person, are often of the nature of virtue and vice. The more nicely children can be trained to discriminate between right and wrong, and to classify correctly their own moral acts, the more likely will they be to be upright, useful, and happy, here and hereafter.

Such a government is a daily probation. Connected with it, to give it full force, there must be much instruction.

Correct recitations have an important influence on the moral habits. The teacher who allows the scholar to *guess* at answers and give indefinite and uncertain replies, is doing moral mischief. The scholar should know that whereof he affirms. He should be taught and made to say, "I do not know," when he does not know, and "I do not recollect," when he does not recollect. Let him guess more or less every week for twelve years of school life, or even for six, and he will more or less for the rest of his days be of those who tell their conjectures for truth. His habits will be too strong to be easily overcome by principle. In fact he will not know good from evil, and will think he is telling the truth when he is uttering falsehood, just as pupils allowed to guess and mumble, often, never suspect but that they are good scholars. Veracity is of the first consequence. Let us make our scholars feel that it should be brought to the recitation. He who perceives general and scientific truths clearly, and states them accurately, will be likely to be truthful in practice. Sir Francis Bacon, though he sullied his great name by taking bribes, as his predecessors had done before him, yet, unlike his predecessors, as we have been told, could not withhold a just judgment when the case came into court for decision. He who had paid the bribe and lost his case, of course informed against the judge. And then Sir Francis, with the same love of truth which he had carried into science, owned that his servants had taken presents from his accusers. Sir Francis never guessed at scientific truth. Be it known assuredly, that many busybodies of the present generation, whose words are like the wind, were *guessers* when they were tenants of a school-room fifteen or twenty years ago.

All our scholars should learn, recite, and understand the ten commandments. Seven of them (all except the two first and the last) are an important part of the basis of all good school discipline. They belong to the common and unwritten law of

schools as well as of larger communities. The acts which they forbid, as profanity, cruelty, indecency, pilfering, and falsehood, are surer to meet censure, rebuke and chastisement from the good teacher than any mere intellectual delinquency. For the sake both of his school life and his future life, the child should be made familiar with both the letter and the spirit of these commands. The better he understands and applies them, the better behaved scholar will he be now, the better citizen will he be hereafter. It will strengthen his memory as much to learn them as to learn a like amount of geography or history.

The Decalogue is a document of Saxon diction. It contains, as recorded in the twentieth chapter of Exodus, three hundred and one words; of which two hundred and forty are monosyllables, and the rest are mostly household words, such as sabbath, thousands, heaven, neighbor, servant, father, mother, daughter, &c. It would not be a difficult reading lesson for scholars just beginning to put words together, and, fortunately, it is found in some of our Primary Readers.

The mere act of remembering and repeating the moral law has nothing of a moral nature in it, more than remembering and repeating the names of the books in the Bible, or the names of the rivers, bays, and capes on the Atlantic coast of the United States. The memory is improved by remembering; and the moral sense is strengthened by exercising it on appropriate subjects. Still it is a help to the moral attention to have the text well learned. Those who suppose this care to be useless because their scholars belong to the Sabbath school would do well to examine them on the commandments.

The Bible abounds in life-like commentaries on the moral law. Should it not be more read in our schools? We start our pupils in Geography. We give them a few outlines of the planet on which their lot is cast, to be filled up from books, letters and tours as they may find opportunity. We give them a skeleton of history, dry, yea very dry, to be clothed with sinews, with flesh, and with skin, and to be vivified by a course of after reading and lectures. We point them to various branches of the tree of knowledge, and advance them just a little way in the ascent, leaving them to climb farther or not, as they have time and disposition. Should we not do as much for our sacred writings, and for the moral natures of our scholars?

Our scholars should be led to learn the summary of the Moral Law as propounded by our Saviour in Matt. 22: "Thou shalt love the Lord thy God with all thy heart, with all thy soul, and with all thy mind; and thou shalt love thy neighbor as thyself:" together with the Golden Rule, "As ye would that men should do to you, do ye also to them likewise." Children can understand and apply these precepts earlier than they can learn the

multiplication table, or columns in spelling. In connection with the first great command, it would seem to be a very natural thing for the teacher to unfold to the children the nature and duty of prayer. They might be led to learn the injunction of Christ, "Enter into thy closet, and when thou hast shut thy door, pray to thy Father which is in secret, and thy Father, which seeth in secret, shall reward thee openly." Some of our children are not taught any form of prayer at home. It is an excellent practice, adopted by many teachers, to have the children daily and reverently repeat in concert the prayer Jesus taught his disciples. Nor would it harm those who have learned it at home, to repeat with those who have not, the significant rhymes:—

"Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take."

John Quincy Adams, it is said, never grew so old or so independent as to retire to rest without repeating this simple nursery prayer. It seems worse than heathenish for one in a Christian land to lay his head on a prayerless pillow. But if we would have our children commit their souls to God when they commit their bodies to sleep, we must eke out their scanty vocabulary with a suitable form of words.

The inimitable story of the good Samaritan can hardly be too frequently read. What intelligent child, after reading it, would be unable to answer the captious inquiry, "Who is my neighbor?" The priest and the Levite are often paralleled in school as well as in common life, and good Samaritans, though rare, are still occasional visitants among both children and parents.

The moral law should be illustrated from every-day incidents. The minds of the pupils, for instance, should be brought to look at the question, What is it to steal? Let the teacher discuss with his young auditors such questions as the following: Is it stealing to borrow without leave, say a book, or a pencil, or a sled, or a hoop? Is it stealing to take from another what it may be thought he does not need, say the apples on his ground, the melons in his garden, or the plums on his trees? Is it right to go nutting and berrying on others' grounds without leave from the owner? What habit is that scholar forming, who guesses at an answer and gives it for the right one? What commandment does he break who wastes his time, or he who reads the answer which he pretends to recite, or he who forgets to return a book, or he who gets angry and uses bad language? What commandment does that scholar break, who hopes another will miss, so

that he may get above him? or he who lays the blame on another that belongs to himself? or he that calls his father, "the old man," or finds fault with his arrangements, saying, "Father wont let me; it is a shame." What command of God does the man break who races his boat, or who forgets to turn the switch on the railroad, or who throws an impediment on the track?

We are told that, in the schools of the Persians, justice was a distinct branch of education. "The Persian laws," says Xenophon, "are careful from the beginning, to provide that their citizens shall not be such as to be capable of meddling with any action that is base and vile. The boys," he says, "who frequent the public places of instruction, pass their time in learning justice; and tell you that they go for that purpose, as those with us, who go to learn letters, tell you they go for this purpose." Cyrus furnishes an example in his own case of this method of instruction. "My mother," says Cyrus, "appointed me judge over others, as being very exact in the knowledge of justice myself. But yet, I had some stripes given me, as not determining right in one judgment that I gave. The case was this. A bigger boy, who had a little coat, stripping a less boy who had a larger, put on the little boy the coat that was his own, and put on himself the coat that was the little boy's. I, therefore," says Cyrus, "passing judgment on them, decreed that it was best that each should keep the coat that best fitted him. On this my teacher thrashed me, and told me that had I been constituted judge of what fitted best, I had determined right: but when I was to judge whose the coat was, then, said he, it must be inquired whether he that took a thing by force should have it, or whether he who made it or purchased it should possess it. He bade me take notice, therefore, that a judge ought to give his opinion with the law."

"Lay it on; bleed him well, he is able to bear it," whispers Mr. Envious in the ears of the assessor, and the assessor lays it on. "O, good enough for him, he has more left than any of the rest of us are worth now," says that same Mr. Envious, when he hears that his richer neighbor has been defrauded by a cunning debtor. "This wont break him; the world owes me a living, and I intend to get it," says the robber in his kids and his beaver to his comrades. "My creditors are all able men," says the bankrupt who pays forty cents on a dollar; and he wears a broader smirk of conceit, and looks down with greater contempt than ever on his humble acquaintances who eat the bread of patient industry and owe no man any thing but kindness. Such men, altogether too abundant in our cities and towns, did not go to school with Cyrus. They have never truly learned that honesty is honorable, and dishonesty a disgrace, and that fraud is as mean and base to the man who evades the penalty, as in him who wears a felon's jacket.

Children should be encouraged to ask questions pertaining to moral and religious subjects. A boy eight years old, reciting in United States History, repeated Capt. John Smith's well-known method of preventing profanity in the Virginia Colony, by causing the number of oaths each man uttered through the day to be noted, and as many cans of water to be poured into his sleeve at night. "Do you suppose," asked the boy, "that he did that because he hated to hear them use bad language, or because he wanted the men to keep the third commandment?" The teacher replied, "It does not make much difference, for you know God hates to hear profane oaths, and if Capt. Smith hated to hear them, then he was like God in that respect." That boy will probably remember that answer when he becomes a man. Who will say that the minute and a half spent in hearing and answering that child's question was wasted?

All our children, it is true, will not ask such questions. "What do you do when your scholars have no conscience?" said a discouraged teacher to one of the "sunny side" tribe. "Oh! make one," was the ready and pithy reply. Many of our scholars, if well instructed in the law of God, will comprehend its spirit and be subject to its control out of our sight, and when beyond our care. A little girl eleven years old, tempted by a schoolmate of fourteen to do something which her mother would disapprove, replied, "Oh! God wont like me if I do what my mother dont like." It was a child's statement of a great principle.

A single text repeated in the hearing of a child will sometimes exert a controlling influence upon him for life. A clergyman, now and for fifteen years a missionary on India's sunny plains, the son of an irreligious father, and bereft early of a Christian mother, told the writer, when about leaving this country, that he did not recollect ever having one word of religious instruction addressed to himself in his childhood. "But once," said he, "I heard my sister repeat to a brother older than myself, the text, 'All liars shall have their part in the lake which burneth with fire and brimstone.' It made," he added, "an indelible impression on my mind, and saved me from many a lie. I told one falsehood afterward from fear of the displeasure of a stern father, but I had no peace for days afterwards, and I think I never told another."

In like manner let a teacher repeat to her scholars such a text as "God so loved the world, that he gave his only-begotten Son, that whosoever believeth in him should not perish, but have everlasting life." Let it be spoken in tones of mingled love and reverence, as if the words were precious to the heart of the teacher, and even though not one word of comment or explana-

tion be added, it may find a lodgment in some mind, and be treasured among its everlasting possessions. The words may be food to the soul when the teacher shall be no longer remembered.

In our sacred writings we have an entire book occupied with the social, moral, and industrial virtues. Its pithy aphorisms are easy to the memory of a child, plain in many cases to common sense, and food also for manly thought. They are nearly all founded in the nature of things, and as well adapted to our times as to Solomon's; to our commonwealth as to that of the Hebrews. While the fear of God underlies these precepts, they themselves respect the outward life, and will be useless only when the relations of families, of sexes, and of nations shall cease. Many a child, even, has eaten of that bread of deceit so sweet at first, but found his mouth full of gravel. Many a merchant would have been saved from failure, had he learned in youth and heeded in mature life the shrewd advice, "Be not surety for another." Many a young man would have been saved from an untimely grave, had he well learned the admonition, "My son, if sinners entice thee, consent thou not." How many in parti-colored livery at this present moment are hammering granite for the State, who might have been blessings instead of curses, had their minds in youth been duly impressed with the proverb, "The eyes of the Lord are in every place, beholding the evil and the good." What boy who is to be exposed to the common temptations of youth, can afford to have that vivid picture of a sot, under the figure of a man asleep at masthead, in the twenty-third chapter, left out of his mental furniture? What girl can afford to be without that exquisite eulogy of a virtuous woman, which Lemuel had learned of his mother, with which the book closes? The Earl of Chatham, it is said, used to read a portion of them the last thing before going to the House of Commons. He who daily reads them and shapes his life by their counsels, will not want the meed of praise which falls to the man that does well for himself.

A teacher of the writer's acquaintance sometimes requests every member of a given reading class to select, and bring to the class on the next day, one or two proverbs. Such an exercise doubtless makes some impression on the mind and heart, and certainly furnishes an interesting study in elocution.

Every teacher, even in a single season, can see that the scholars under his or her charge learn the *Ten Commandments*, our Saviour's *Synopsis of the Law*, the *Golden Rule*, and the *Lord's Prayer*. Let it be done by daily or weekly repetition, or by rewarding with a penny book those who do it, or in any way the teacher sees fit: but the least that the teacher can do

for his immortal charge is, to see that this foundation is laid, as a sure corner-stone. Once made familiar, let "the law and the testimony" be the standard of appeal. Let the scholars learn to try all moral conduct by it. Let them learn to see definitely, when they do wrong, what the wrong is. Let them become habituated to passing judgment on their own moral acts. "Whatever," says Daniel Webster, "makes men good Christians, makes them good citizens." A child can hardly be trained on these principles through his pupilage, and not feel their controlling influence to the end of his days. Once imbedded in the heart, they will grow with his growth and strengthen with his strength. As his circle of duties widens and his relations multiply, he will apply them to the affairs of state, nation, and church. He will efficiently help to "keep good sentiments uppermost," and to "prolong the day when we may sleep undisturbed within unbarred doors." Our voters and our voters' wives are now in our hands. Technicalities of expression may be left to divines and students. They are but the shell and the husk. Let us feed our future citizens with the milk and the meat of the moral law and the gospel. It is ours, if we choose, to ground them in the fundamental principles of all true and permanent prosperity.

Since the giving of moral and religious instruction is more important than anything else, and since it takes time and energy of both teacher and pupils, and since it is made our official duty by the Statute Laws of Massachusetts, it is a valuable consideration, that this instruction falls in with the main end of education. We are strictly professional agents. Our business is not, like the chore boy or the servant girl, to do certain menial services in certain specified ways, but, like the lawyer or the physician, to take the work into our own hands and do it to the best of our ability, the means and mode being mainly left to our selection. In general, the competent teacher understands far better than parents what course of training will render the child best fitted for the duties of life.

What is the main end of education? It is to develop and discipline the mind, the attention and memory, the imagination and reason, the judgment and conscience, each to its utmost capacity, and to furnish the whole mind with the elements of knowledge most essential to one's future progress and usefulness. It is to lay the foundation for an honest, intelligent, rational course of life. It is to prepare the mind to meet the exigencies of life without discouragement and without stumbling. The teacher is bound to find and to use the best means for accomplishing these ends. The training we have described does this more fully than any other. With what better can the memory be freighted than with divine counsels, such as, "Be

strong and show thyself a man, and keep the charge of the Lord thy God, to walk in his ways, to keep his statutes and his commandments, that thou mayest prosper in all that thou doest, and whithersoever thou turnest thyself:" or, "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?" Bible history develops the conceptive and imaginative power rapidly and safely. Nothing else develops the mind so finely in the direction of reason, judgment, and good sense, as exercising it on practical questions of right and wrong. It was practical ethics that made our ancestors every way so strong and successful. It is this that has given keenness to the Yankee intellect, and made New England boys so generally leading men the country over. In the race of mind, and in the range of business, he is surest to win the goal, "who can look longest at the point of a cambric needle without winking." It matters not for this particular end, whether the power of continuous attention be gained by studying Colburn's First Lessons, Euclid's Geometry, or the Holy Scriptures. The boy who can confine his mind to a prayer three minutes long without a wandering thought, or, like Robert Peel at nine years of age, bring home the main thoughts of a religious discourse, can be trusted a dozen years later to make a bargain, to direct the movement of a train of cars, to calculate the disturbing forces of the planets, or to stand at the nation's helm in a storm.

Our children need a sense of religion, of a personal and ever-present God, of their own immortality and accountability, of their future interest depending on their present conduct, in order to make them honest and truthful men and women, and to fit them for living aright and happily in this world as well as the next.

There is a vast amount of conscience latent in all our school rooms and seminaries. To waken it requires thought, purpose, and effort. It is labor that makes no show on examination days, but if it be done as unto the Lord and not unto men, He will notice and remember it, and what is done in secret, in his own good time he will reward openly.

A SCRAP ON ETYMOLOGY AND PRINTING.

"It was a sad mistake to imagine that the inventor of the art (of printing) was in league with the devil, for nothing has so disturbed the kingdom of darkness as the printing-press. Everywhere with its hundreds of translations of Scripture, as out of an inexhaustible arsenal, it has assailed his empire. With

our modern paper so fair and firm, made out of that filthy rag which was trodden in the wintry mire of our streets; with our ink so dark and tenacious, our binding so compact and elegant, and our types of every variety of shape and size, we envy not the former days of glossy vellum, gilt letters, illuminated margins, bulky scrolls and jewelled reeds. We retain indeed many of the old names with our modern apparatus. Our paper is but the old Egyptian *papyrus* under a slight disguise, and our volume has its origin in the sheet which was closed up by being wrapped or rolled round a cylinder. Our books are protected still by *boards*, but not of the original wooden and clumsy material; and though the venders of literary wares have no longer their crazy stands upon the streets, yet they will not part with the name of *stationers*. When we speak of a man's *style* we refer to his diction, and not to the metallic *graver* with which gentlemen of other days scratched upon their tablets. The Bible itself has its name from the inner rind of a tree, of old employed by the scribe. *Book* is but the wood or *bark* of the beech with an altered pronunciation; and *leaves* are plainly taken from the grove and converted into a literary foliage. What an honor when they are connected with that tree, the 'leaves of which are for the healing of nations!' Like every invention, our present forms of publication once created no little dissension and opposition. That same Jack Cade, the turbulent representative of the populace, who resolved that 'seven half-penny loaves should be sold for a penny,' and who thought it a lamentable thing that the 'skin of an innocent lamb should be made into parchment,' thus accused Lord Say: 'Thou hast corrupted the youth of our realm, by erecting a grammar school, and whereas before, our forefathers had no other book but the score and the tally, thou hast caused printing to be used, and contrary to the king, his crown, and dignity, thou hast built a paper mill.' " — *North British Review*, Aug., 1853.

MRS. SARAH EMILY WALDO YORK.

THE memoir of this lady, by Mrs. Medbery, published by Phillips, Sampson & Co., although too long, is deeply interesting. We wish more of her life as a teacher had been given, and less of her correspondence from the Mediterranean. She was for more than four years an able and beloved teacher in the city of Boston. From the scraps of her practical management which the memoir gives, we think she must have had much skill and success in this business. We make one extract from the memoir.

"In December, 1838, when about nineteen years of age, she commenced a private school in Somerset Place, which she continued till February, 1843. To this school she devoted all her energies, endeavoring to refine the manners and mould the heart, as well as cultivate the intellect of her pupils. In order to adapt her instructions to the peculiar wants of each, she always made it a point to study their individual characters. In her memorandum book we find against the name of each scholar, some note like the following, which, for the sake of avoiding personality, are here appended to the letters of the alphabet, instead of the names with which they were originally connected.

"A.—Tolerably studious, very timid, gentle, professedly religious.

"B.—Rendered backward by sickness, needs constant encouragement, — willing and affectionate, but thoughtless and talkative.

"C.—Very good student, ambitious and energetic, naturally petulant, but I think converted.

"D.—Conscientiously studious, but excessively timid; requires a very gentle hand.

"E.—Indolent scholar, but of active temperament; needs constant watchfulness.

"F.—Can copy, not originate, yet anxious to learn; lady-like and quiet.

"G.—Diligent, but not a genius; very nervous, but lovable.

"H.—Good abilities, but needs the spur of praise; frolicsome.

"J.—A compound of oddities, great observation, no application; made to try one's patience, and yet one I dearly love; a great wit.

"K.—Superficial, willing to learn; needs much encouragement; thoughtless."

WHAT ONE MINISTER'S WIFE DID.

SOME twenty years ago, a young man, who had just completed his nine years' preparation for the ministry, and who, from the loopholes of his literary retreats, had observed the effect of a good girls' school on the community in which it was located, resolved to settle with a people who needed such a school and would coöperate with him in establishing one. Ardent and hopeful, and ambitious to do good, he was willing to

do double work, if necessary, the more effectually to guide, elevate, and instruct immortal minds. Miss D., whom he was to marry, herself a teacher, loved her work, and, loth to resign it, strongly encouraged the young man in his resolve. When he closed his connection with the Divinity School, he turned his face westward and found a people on the shores of Lake Ontario, who were desirous to engage his services as a minister. True to his purpose, before accepting their invitation he conversed with the leading men in the church and society about establishing such a school. He met with very little sympathy, but he very well knew, the greater the stupor the more the need, and he had faith to believe, that, if he could once start a school after the model in his own mind, the indifference would vanish. With much solicitation he raised one hundred dollars from the people, and to it he added one hundred from his own pocket, and with the sum they erected a building of one room, capable of accommodating thirty pupils. His new bride, a Massachusetts woman, twenty-two years of age, from the other side of the Connecticut, with energy, intelligence and zeal for her dowry, gratefully and joyfully presided in that school-room. Every seat was soon taken. The scholars were mostly girls, and the ages were from eight and ten years upward. Mrs. E. taught them to spell, to read, and to write. She was a capital teacher of Arithmetic and Grammar. Geography, History, and Watts's Treatise on the Improvement of the Mind, were prominent studies. The object before her mind from day to day was to make of those girls, cultivated, intelligent, useful women. She reserved a portion of every day for Biblical instruction; and, like teacher, like scholar, as she was more deeply interested in this exercise than any other, they soon discovered the same comparative animation. Eyes, ears and hearts were all awake when she spoke to them of God, of his character and his providence, of his mercy and his righteousness. With quiet dignity, answering to their sublime nature, she spoke of their immortality, of that endless life for which they were schooling themselves on earth, of the account they must hereafter render for the deeds done in the body. She turned them to the word of God, and saw that every week they added to their knowledge of its contents. She held up God's revealed will as the great authority for conduct, and referred all doubtful questions to the general principles of the Bible. Morning and evening she led her pupils to that unseen and invisible, but ever present and ever working Jehovah. She spoke the name of Christ in tones of love. She meddled with no dead technicalities, but she dealt with living principles. The rock on which she was willing to plant her own feet, she recommended to her waiting, loving pupils. Week after week

she went on, diligently, unobtrusively laying the foundation of moral character, at the same time that she was disciplining the intellect, refining the taste, and cultivating the imagination of her pupils, and happily developing the social affections, thus binding to herself the hearts of children and parents with a three-fold cord.

At the end of a year and a half, her husband with three weeks' labor obtained three thousand dollars for a school edifice, from that very people who eighteen months before had, with much more solicitation, given only one hundred dollars for the school-house of one room. With that money an edifice was erected sixty feet by thirty, of three stories, and capable of accommodating a hundred pupils, and a hundred were actually gathered within its walls. The basement story was rented for miscellaneous purposes. The second story was divided into rooms and rented to twenty-four young women, from neighboring towns, who boarded themselves for the sake of enjoying the opportunities afforded in the upper story. One half of that upper story was the room in which all the pupils assembled to listen to general and religious instruction, to study and to recite. The other half of the third story was divided into two recitation rooms. An act of incorporation was obtained. A lady of kindred spirit to Mrs. E. was invited from Massachusetts, and the two labored together in imparting instruction and moulding character. Sometimes the minister, when the school was full, lent himself a helping hand in the business of instruction. There were some haters of all good things, who were free to express their sentiments. An interesting and beautiful little girl had been a member of the school a short time, when her father, a physician, met the clergyman, and said to him, "I understand Mrs. E. prays in her school." "Yes," was the reply. "Well, I shall not have my daughter go to school where they have such doings," added the physician. True to his word, the girl was withdrawn, but so earnest was she to be permitted to remain, that it was by force almost, that she was detained at home. The teachers made no severe remarks, but unmoved, pursued their interesting work. In time there came to be a difference between the girls who went to the school, and those who did not, which those kept at home deeply and bitterly felt. The daughter of this physician in particular, felt this difference so strongly, that she prevailed on her father to let her return to the school. "I don't know what Mrs. E. has there," said the father, "but the devil can't keep my daughter away from her school." She was for years a diligent and lovely scholar, ever open to the moral influence of the school. After seven years' labor in school, in the midst of a recitation, suddenly and unexpectedly Mrs. E. burst a blood-vessel in the lungs.

It closed her pleasant labors in instruction. The lake air was uncongenial to her lungs, and she returned to Massachusetts in the hope of recovering, but lingered two or three years and then passed to the assembly of the just.

Within two years of the present time, that physician's daughter to whom she imparted with other knowledge, the knowledge of God and his love, has joined her. She had been married some years. She had joined an Episcopal church which was organized after Mr. E. and his wife left the place. Her own pastor, in the funeral sermon on the occasion of her death, said there had been times in the history of their church, when but for the aid of that single woman, the enterprise must have failed, and yet she was scarcely twenty-five when she was called to her rest. She is not a solitary case of the good influence which that school exerted. The young ladies who with her were members of that school are now among the matrons of the land. Their husbands are men of wealth and standing in the community, pillars of the churches in the towns where they dwell, and the supporters of every good work; a fact equally creditable to pupils and teachers, whether the husbands were won by the conversation of their wives, or the ladies, by their intelligence and lovely deportment, were so happy as to win them. The husband of that sainted teacher believes that the school did as much for that people as the ministry which he exercised among them. Perhaps some reader may inquire, whether this woman shared the common responsibilities of wedded life. She left two daughters, now of woman's size, and the writer cannot see but that they have as good health, as good talents and as orderly habits, as the girls of their own age to whom the mother gave her undivided attention; and if they have but their mother's spirit, they may become as useful and happy as she is remembered to have been. And further, an intelligent and excellent woman, the mother of one of her pupils, remarked, but a short time since, "I always looked upon Mrs. E. as the model wife of a village pastor."

It is true, that many men are afraid of our superior women, and however they may like to talk with them at an evening party or in some other place of concourse, they are reluctant to trust them with their homes; but, sooner or later, almost all our able women do marry. We would not have it otherwise, though the fact does make sad havoc in the ranks of our teachers. Might not some of the married ones imitate the example here given, and thus do something for the elevation of their own sex in the towns where Providence may have cast their lot?

EVERY PARENT'S CHILD THE BEST.

It is a common practice in some schools for the scholars to recite poetry. It is a most useful exercise, cultivating the scholar's taste and elocution, and giving him something worth remembering which he will never forget. We suggest that the following, which we first saw in the Independent, but which has gone the round of children's papers, would be worth committing, as any teacher can see, for more reasons than one. We hope it will appear in the next editions of the Young and Primary Readers?

EACH MOTHER'S LOVE THE BEST.

As I walked over the hills one day,
I listened, and heard a mother-sheep say,
"In all the green world there is nothing so sweet
As my little lammie, with his nimble feet,
 With his eye so bright,
 And his wool so white;
Oh, he is my darling, my heart's delight.
 The robin, he
 That sings on the tree,
Dearly may dote on his darlings four;
But I love my one little lambkin more."
So the mother-sheep, and the little one,
Side by side, lay down in the sun,
And they went to sleep on the hill-side warm,
While my little lammie lies here on my arm.

I went to the kitchen, and what did I see
But the old gray cat, with her kittens three;
I heard her whispering soft. Said she,
"My kittens, with tails all so cunningly curled,
Are the prettiest things there can be in the world.
 The bird in the tree,
 And the old ewe, she,
 May love their babies exceedingly;
But I love my kittens from morn to night;
 Which is the prettiest, I cannot tell,
Which of the three, for the life of me,
 I love them all so well.
So I'll take up the kittens, the kittens I love,
And we'll lie down together beneath the warm stove."
So the kittens lie under the stove so warm,
While my little darling lies here on my arm.

I went to the yard, and I saw the old hen
 Go clucking about with her chickens ten ;
 And she clucked, and she scratched, and she bristled away,
 And what do you think I heard the hen say ?
 I heard her say, " The sun never did shine
 On any thing like to these chickens of mine ;
 You may hunt the full moon and the stars, if you please,
 But you never will find ten such chickens as these.
 The cat loves her kittens, the ewe loves her lamb,
 But they do not know what a proud mother I am ;
 For lambs nor for kittens I wont part with these,
 Though the sheep and the cat should go down on their knees.
 My dear downy darlings, my sweet little things,
 Come, nestle now cosily under my wings."

So the hen said,
 And the chickens sped
 As fast as they could to their warm feather-bed ;
 And there let them lie, on their feathers so warm,
 While my little chick lies here on my arm.

LEARNING THE VERB.

THE verb is *the* word in all languages, and every linguist knows that to learn it thoroughly is half the battle. The labor may be dry and tedious, but it is indispensable, and none is in the end more remunerating. It is indeed the only true economy to learn the verb perfectly, before venturing on the literature of a language. One might as well think of mastering Geometry without the definitions, as language without the verb. Yet many scholars, who can work out difficult problems well in Arithmetic and Algebra, are not at all at home among the crooks and turns even of the regular, and much less of the irregular, verb in their own vernacular. They do not understand the auxiliaries of the second future, and cannot steer without damage between the Scylla and Charybdis of *sit* and *set*, and *lie* and *lay*, and *see* and *saw*, in our common mother tongue.

Whether you would use your own language well, or learn a foreign one easily, you must first thoroughly master the English verb. You must not only be able to recite, but also to understand and handle it in all its modifications. For, however it may be with some knowing ones, common people think in words. Their thoughts are sentences, with verbs in every one. The verb is the soul of the sentence; and without it the sentence is dead. Besides, every different mood, tense, number, person, and every auxiliary, is a modification of the verb, and expresses

a modification of the thought, and so must be actually thought, if you would think and express yourself correctly. Again, translating a sentence from another tongue into your own, is nothing else than first thinking and then expressing all the parts of it in your own tongue. Of these parts, the verb, as above said, is the chief; and to translate it correctly in any given case, you must know the whole compass of the verb in both tongues.

Now, for this purpose, such exercises as the following will be found beneficial. If it is the English verb which you wish your pupil first to master, (which of course will be your wish, if English is your pupil's vernacular,) let him first recite it through regularly, as he finds it in the Grammar; and "exhibit," as the doctors say, a *quantum suff.* of irregular verbs also, all in due order as in the books. Then forsake the beaten path, and try him backwards, and crosswise, and every crooked way your wit can think of. Ask him for the 3d pl., 2d sing., 1st pl., 3d sing., 1st sing. of the ind. perf. of to *lie*, in order as you name them. Ask for the 1st sing. and 3d pl., imperfect ind. of to *bring*, and 3d pl. and 1st sing. of to *break*. Ask for the ind. pluperfect of to *sit*, plural number, and the persons in the order, 3, 2, 1, and then in the next breath the same mood and tense of to *set*, but the persons to be given in the natural order. Or, to *drink*, ind. 2d fut., 1st sing. and 2d and 3d pl. To *come*, subj. pres., plural number in the common subj. form, and sing. in the ind. form. This kind of exercises, it will be seen, may be varied extensively, and to great advantage; and may be conducted *viva voce*, or, better, on the blackboard, with opportunity given to the class to examine and correct.

Next, exercise the class on the meaning of the tense—forms and their relations, as to time. Give any tense of the indicative, and require the time it denotes, and how related to other divisions. Then *vice versa*, indicate an action or event, with its time, and require the proper tense to express it, and let the pupil justify his answer. Then let him link correctly the related tenses of different moods, as of the ind. and subj., or ind. and inf., or potential and subj., with examples. Then reverse the order, and give the pupil examples of dependent actions or events, stating the exact relation, and require the proper moods and tenses to express the same, and why. For example: if Thomas Reed's going, or not, to Boston, yesterday, depended on the weather, as favorable, or unfavorable, by what moods would the contingent action, and the condition, be correctly expressed, and why? If Henry's getting his last lesson perfectly depended on his own choice alone, and he failed from want of choice, by what moods and tenses would you express the possibility of the event, and the reason of its failure, and why? If

the present class shall complete a certain study before the close of the present term, by what tenses will you express the two events with their relation as to time, and why? If you wish to express, in the first person, a present *purpose* to study a given lesson at some future time, what mood and tense should you use, and what auxiliary? If you wish simply to indicate the same event as future, without expressing purpose, what form of the verb would you employ? Ask the same questions, only changing the person to the second, and then to the third. What do the auxiliaries *shall* and *will* denote in the second future?

So much for the English verb. Suppose, in the next place, your class is studying the Latin verb. After committing it in order, as in the books, give them exercises in writing on the blackboard, and that in every variety of order you can think of. Latin forms, too, with English translations, and then English forms, with Latin translations. Then, as above, indicate single actions or events, to be expressed by Latin verbs, and let the pupil justify his mood and tense; and finally connected moods and tenses, in the same manner as indicated above for the English verb.

REMINISCENCES.

FIFTEEN YEARS AGO.

GAZING down the vista of the past, I discern a little brown house on the unprotected summit of a treeless, shrubless hill. Viewed from a distance, it may be the cottage of some rustic laborer, or it may be a barn, in spite of the windows, but a nearer approach offers testimony not to be gainsaid, that this is none other than the house where young America begins to learn how he may bestride this narrow world like a colossus.

Would any other roof-tree be so ruthlessly exposed to the "peltings of the pitiless storm," or to the embraces of the scorching sun? Would any other edifice lend its swart face so benevolently to "baby fingers, waxen touches"? Look at one of the three-story brick palaces that have superseded the humble architecture of lang syne, and you see only what the mason, the joiner, and the painter have done. There is no effusion of untutored genius on the unadorned expanse of its walls. But look at *my* school-house. Its kindly front is the picture gallery of a score of youthful limners. Here behold a profile of the "human face divine," surmounted by a hat, a somewhat elongated species of the genus infundibuliform. The

prominence of the nasal appendage, together with the excelsior tendency of the same, is in accordance with like productions of Yankee precocity. Not far from this beau ideal, with the desire for immortality natural to man, "Peter Dawson" with a Yankee jackknife has essayed to hand his name to posterity. A little farther on, where the ravages of time have been concealed by half a dozen new shingles, Jack Lincoln has inscribed with blackball, in immortal verse, his constancy and devotion :

"Malinda—I love you,
Malinda I do,
Malinda believe me
Malinda 'tis true."

Ha! Jack Lincoln, with what infinite gusto he used to "fiddle and sing" the stirring notes of "Coronation." I see him brandishing his "fiddle bow," a group of admirers around him, his head thrown proudly back, one foot "keeping time," and his black eyes glowing with excitement. Hero Jack! he disappeared among the wilds of the Far West, and the shaggy skin of many an ill-starred Bruin has, doubtless, ere this, borne witness to his prowess. Brave Jack Lincoln, we shall hear from you again, for you had the ring of the true metal, my boy.

You will not fail, as you enter "our" school-house, to observe the grim, ungainly stove which is in winter the great centre of attraction. A marvellous quantity of leggins are stretched out at its feet. The rosy-cheeked Baldwins and mellow russets hiss, quiver, and stagger over it, while the young mathematicians sharpen their slate pencils on its rough sides.

The benches, you will observe, are constructed for the accommodation of two pupils only, except the "long seat," which is at right angles with the others, and capable of seating seven or eight. This was the unquestioned prerogative of the large boys in winter, but in the summer we girls gambolled within its deserted precincts in unrestrained freedom. The low seat in front of this desk was broken at one end, and could be let down upon the floor, thus forming an inclined plane. Here when our dear good young schoolmistress—how we loved her—was infusing a knowledge of a b ab into minds of the rising and restless generation around her, we found rare sport in pouring water on the declivity, and then sliding down ourselves on the slippery surface. This amusement was monopolized by two or three, the rest gazing in admiring silence and wishing they dared undertake such a feat.

It was this same kind teacher, who, with Christian consideration, often gave us leave on summer afternoons to study our lessons in the shadow of the old school-house. Perhaps the

vowels and consonants of our spelling lessons were a little more disorderly than they would otherwise have been. Perhaps the boundaries of Chinese Tartary were not so accurately defined; yet who shall say that these deficiencies were not compensated by the soothing influence of the green fields and the blue sky on our young spirits. That kind teacher also, trusting in the strong arm and the brave heart of another, has turned her footsteps toward the setting sun. The West — the West — that insatiate monster that annually gorges so many of our bravest and fairest — yet when it shall have become assimilated, bone and nerve and sinew, by another than Circean transformation, shall a new creature walk forth, of stately mien and more beautiful proportions —

* God-like, erect, in native honor clad.*

But I see your glance directed scornfully at a large jagged aperture in the floor near the stove, which leads me to touch on the benevolent wisdom with which our good mother Nature adapts means to ends. When this school-house was erected, ventilation was a thing unheard of in this secluded spot. Men builded houses, and planted corn, and trusted in God, and did not fret about oxygen and nitrogen as their degenerate sons and daughters do. So Nature took the matter of breathing into her own hands, and of the skill with which she conducted the business, this house is a perpetual monument. Look at the crevices over the window. List to the wind whistling in under the door, and hear without listening, the rattling panes. Hold your hands over this same breach in the floor and see how purple they grow. Do you not perceive that there is an inexhaustible supply of fresh air? This jagged inlet deserves your admiration for its utility. The only inconvenience it ever caused was the necessity, as the master said, of counting his pupils every night, to see that none of the little ones had fallen into it.

But the most stirring scenes that have been enacted within these walls, were not during the daily routine of study and recitation, nor even when the monotony of the school-room was interrupted by the unsparring application of birch or ferule to the evil-doer, though many a rosy cheek has then whitened, and many a stout young heart has quailed. It was when the evening exhibition near the close of the three months' winter term, drew "troops of friends" to witness the performances of the lads and lasses. The boys for a week beforehand frequented the woods in search of evergreen, with which they festooned the room. The girls ransacked the country stores for tissue paper; and pink roses and red, yellow roses and blue, flowers

of every hue and size and shape, such as are classified in no mortal botany, and pressed in no earthly herbarium, peeped forth in single clusters from the green foliage, or in the more imposing wreaths above the master's desk, or from the triumphal arch beneath which each young Cicero was to hurl the thunders of his eloquence.

The illuminations were on a scale entirely primitive. Small cubic blocks of wood, punctured in the centre to the depth of about two inches, held candles of domestic manufacture. These covered with evergreen were plentifully scattered about the room. Fathers and mothers, uncles and aunts, grown-up brothers and sisters, occupy the seats, while the scholars are bestowed *anywhere*. The oldest or "knowingest" boy in school commences with

"Banished from Rome! what's banished, but set free
From daily contact with the things I loathe?"

The gestures and emphasis can be better imagined than described. Oration, dialogue, and poem, follow each other in rapid and brilliant succession. The "Youth's Companion" and "American First-Class Book" yield up their treasures to the young aspirants for fame. Young men and maidens *passibus æquis* bear away the honors of the day. Therefore think not, O Lucy Stone, that you placed the lever which has moved the world. Long before your name had struggled from obscurity, woman's rights were practically exemplified in this country school-house. Girls of fifteen waxed patriotic over Websterian periods, and discoursed gravely of "garments rolled in blood."

"Our bugles sang truce, for the night-cloud had lowered,"

was a general favorite; and I have even now savory reminiscences of a handsome youth with a cravat-tie that would have thrown Beau Brummel into convulsions, who always revelled in the flowing melody of "Lochianvar." Never did lips curve so nobly as those that uttered

"They'll have feet steady that follow, quoth young Lochianvar."

What matter, though the same pieces had been repeated winter after winter? The actors and actresses were the sons and daughters of the critics. The undaunted robber, who yearly induced in Alexander the Great a desire to reflect, always elicited rounds of applause; the Dutch housewife, who gave such a sound rating to good king Alfred, never failed to "bring down the house."

After the oratory came an exercise in spelling, called "choosing sides." There were good spellers on the earth in those

days. The nonsense columns of Noah Webster were studied with additional zest for weeks previous, in view of the grand finale. Whatever might be the personal feelings of the antagonistic leaders, they were all sacrificed at this time to expediency, and the best spellers, whether friends or foes, were first chosen. The whole school entered the lists. Flushed cheeks, flashing eyes, and fingers nervously clutching folded arms, betokened the interest. The master, the Minos of the evening, stood by the desk, with the dread spelling-book. Baker, shady, lady, tidy, tripped nimbly over all tongues, but amity, jollity, nullity, polity, did great havoc among the younger half, while indivisibility, valetudinarian, were grape and canister, and told with startling effect on the lessening ranks. At length when the book was spelt quite through, to "the old man who found a rude boy on one of his trees, stealing apples, and desired him to come down," scarce one remained to tell the tale. The victor's laurel was a half sheet of white paper, folded in a triangular form, with the border fantastically adorned, and a blue ribbon passed through at the apex. This document certified that "Luke Smith, with the assistance of Sally Jones, John Doe, Richard Roe, &c., had *beaten* the rest of the school in spelling, *this time*."

These exercises were effective of good. He who can spell Noah Webster, nonsense columns and all, from beginning to end, will not make very egregious blunders in his orthography; and the ambition roused by this public contest has a strong tendency that way-ward. Some object to it on the score that it excites emulation. Fie! Fie!

Another method is somewhat in vogue which it may perhaps be worth while to mention. The class are arranged in a circle around you, (supposing of course you are a teacher.) Commence at a certain point to put out your words. If one be misspelt or unpronounced, let no notice be taken of it. Pronounce the next word all the same. Whoever notices and corrects the error takes his place above the person who committed it. The question is as to who shall make the circumference of the circle the greatest number of times. The method serves to discipline both the attention and memory of the pupils, and is generally very interesting. To be sure, it requires a watchful eye and much self-possession on the part of the teacher. Ann positively declares, that John spelt separate with an *e*, while John as positively affirms, that he said *a*. Seven words have been spelt since then, three of which were wrong, so the others have forgotten and the teacher's judgment alone must decide. Susan will go above Harriet, because she did not pronounce her word before she spelt it, but Harriet stoutly maintains that she did. After carefully sifting the case and examining evidence, you

come to the conclusion that Harriet did not quite understand the word, and so pronounced it with a rising inflection of voice, which Susan considers was merely asking a question. A compromise is effected between the belligerent powers by letting Harriet retain her place this time, but laying down a law, that hereafter, the pronunciation of a word shall always be affirmative, not interrogatory. Little Billy Parsons digs up the controversy about separate, which you thought dead and buried, by spelling it, s e p sep a a sepa r a t e rate, separate, and starts eagerly to take his place above a whole semicircle; but his triumphant career is checked by the outcry of a dozen voices, if the class be not particularly well trained, and if it be, nothing can prevent a murmur of disapprobation, the ominous shaking of a dozen heads, and the upspringing of a dozen fat hands. The aggressor of so many young sovereigns is desired to explain. "She did n't pronounce a" says Billy, breathless with interest; whereupon you promulgate another law, that where a syllable consists of only one letter it need not be pronounced. Though you very clearly explain the reason thereof, ten to one Billy is but half satisfied and looks sullen for fifteen minutes afterwards. However, the difficulties of this method are only such as a skilful teacher (and all who read the Massachusetts Teacher are so of course) can easily overcome.

But a system of spelling would be incomplete, where the pupils were not taught to write words, which we all know is more difficult than to spell them orally. Of course this can be done only in the case of the more advanced pupils. Each teacher, I suppose, has his own peculiar method. I have known the following to work well in a young ladies' school. At stated intervals during the term a list of fifty words is given to be written; the pupils write them in a pass-book on the left hand of the page, leaving sufficient space to write the word again correctly, if it be misspelt in the first instance. At the close of each exercise, the books are handed in to the teacher, who points out, but does not *correct* the errors, before she returns them. This the young lady is expected to do herself. At the close of the term each one has made a spelling-book of her own, containing perhaps some five hundred words, and what is more, she generally knows how to spell them. They are publicly examined on these words, writing perhaps three or four each, on the blackboard. Besides the additional incentive thus presented to the pupils, this going to the blackboard affords a convenient opportunity to the spectators to compare the merits, intellectual and *otherwise*, of their respective protégées. This is not indeed the sublimest of reasons to offer in its favor; but a greater than you or I thought nothing human to be foreign to himself. Whether this be human or not, judge ye.

Alas, alas! how does the actual ever encroach on the ideal.

"The spell is broke, the charm is down."

That unfortunate (?) episode on orthography

——"Has dashed
From my warm lip, the sparkling cup—
The power that bore my spirit up
Above this bank-note world is gone——"

Gone too is my little pet school-house—vanished into thin air; and where it stood, an upstart edifice, brilliant with paint and rejoicing in green blinds, angular and pert, dazzles my indignant eyes.

But I have not lost you forever, O memory of days gone by! With the opening rosebuds of summer—with the moaning night winds of autumn, with the deepening twilight everywhere, you will come back to me. I shall fold you gently to my heart, when I wrap the drapery of my couch about me and lie down to pleasant dreams.

"Et dulces moriens reminiscitur Argos."

Hartford, Ct., Feb. 28th, 1854.

ARE THE BIBLE AND PRAYER ENTITLED TO ANY PART OF SCHOOL TIME?

THE late decision of Mr. Randall, Superintendent of Public Schools in the State of New York, by which the Bible and Prayer are ruled out of School-hours, in alleged deference to some people's consciences, has suggested the following thoughts.

The Bible cannot be held sectarian, except by such as hold to some other standard of religion and practice, or to none at all. If a man believes in the Koran, the Bible, of course, is sectarian to him, and his conscience will be opposed to its use in schools. If Confucius, or Zoroaster, is his teacher, instead of Jesus Christ, he will not wish or think it right for the Bible to be read in the public schools.

So, prayer to Jehovah, at the opening and close of school, cannot, one would think, be objected to, except by those who believe rather in praying to Jupiter, or Mars, or Mammon, or to nothing at all. All who really believe in Jehovah, believe that he ought to be worshipped and invoked, on all important

occasions at least; and the heathen did, and now do, no less to their supposed duties on all important, and many unimportant occasions. A Jew, of course, would not approve my praying to Christ at the opening of my school; a Catholic would not approve my praying to Him except through Mary; and a Mahomedan would demand a recognition of Mahomet as God's greatest prophet, and a Chinese would say, "Worship my Buddha, or nothing."

Now, how many in all, in any one of our States, would be found to object on these grounds, and such as these, to the use of the Bible, and the practice of prayer to Jehovah in our public schools? Comparatively few in our States, and of these few, not one is *obliged* to send his children to the Bible-reading, God-worshipping school. Every one sends, if he sends at all, of his own motion and choice, and should therefore take, without a word of complaint on the score of conscience, such a school as the majority give him. If he thinks the Bible and prayer hurt his children, let him take them away, and suffer the overwhelming majority of parents to have, and to keep up, such schools as they conscientiously believe alone fitted to train their children in the way they should go.

Do you say, the property of these conscientious objectors should not then be taken to support schools of whose privileges they cannot conscientiously avail themselves? Very well, remit their taxes. Yet the property of Friends is taxed to support the government of the Union; and if the government should use the proceeds of such taxes to carry on war, which is everywhere and in all cases against the principles and consciences of the Friends, who but themselves would vote to pay them back their taxes? No man but a Friend would hesitate to use for war purposes the portion of duties paid by Friends, their conscience to the contrary notwithstanding. The sect of Friends must leave the country to escape the oppression: the Catholic, or Jew, has only to take his children from school, and submit to the loss of his amount of the taxes. The Friend's conscience is still wounded, if the war, or even military armaments go on, and his money goes to support them; the sectarian saves his conscience by saving his children from the contamination of the school, since certainly his conscience cannot be hurt by others having and improving such a school as their own consciences and principles demand.

Again, our Legislatures, State and National, sometimes have preaching, and almost always open every morning session with prayer. Why do not Catholics, and all the objectors to the recognition of any religion by the State, object to this? Why not object to the Yearly Sermon before our General Court, and the morning prayers of the chaplains in each House of the

Legislature? Why not object to the opening of the sessions of our Civil Courts with prayer? All this is certainly public recognition of religion, and even of Christianity. It is intended and avowed to be so. Why not be thorough-going, and claim that the State shall wholly ignore God and all religion, rather than only ask that our children shall not be nursed in the faith of the Bible and the fear of God within the walls of our public schools?

Again, and lastly, what reason can be given why there should be religious services, and religious instruction for a college on week days, which does not equally apply to any and every school?

ANSWER TO THE PETITION OF MASTER PETER JONES.

MASTER PETER JONES,

YOUR petition, addressed to the Teachers of the State, has been carefully read and weighed, and we are glad that you have made a clean breast of your troubles. It is very plain that you have pored over them long enough, and have come to a point where you need counsel and help. We will try what can be done for you.

The first question is between your own small and neat piece of gum and your master's big and dirty piece of tobacco. We must give judgment against your master for chewing tobacco at all, especially when he undertakes to stop all like operation of others' jaws. Are you quite sure it is tobacco that he chews? Perhaps it is something else. We beg you to make yourself very sure of the fact, and also not to overstate the size of your master's quids. If he does chew tobacco as you say, we will not spare him, though he be our brother. But then, we really think you might better throw your own gum into the next ditch too. The only earthly use of chewing it must be to give employment to your jaws, and if you are as smart a fellow at your Johnny cake and doughnuts as we take you to be, your jaws will answer the purpose they were made for without any additional training. We therefore advise you, even if your master does not leave off his tobacco, to leave off your gum as soon as you can say Jack Robinson; and if you do so, though you are not knee-high to the master, you will certainly be a man before he is, unless he follows suit.

Again, it seems your master requires you to be punctual, without being punctual himself. Perhaps he is sometimes necessarily detained. The parents of scholars do sometimes call on

the teachers of their children, and even overstay their time. See if your teacher is not detained in that way; and if he is, it plainly would not excuse you for being tardy; nor should you find fault with him. But if he is really *unfaithful* in this respect, he is greatly to blame, and is unworthy of your confidence. Still, we hope *you* will be punctual, though your master is not. Do not let his bad habits hinder you from forming good ones.

We strongly advise you not to take advantage of the calms and lulls of your master's temper, to do anything so vulgar as eating in school. The propriety of the rule should be enough for you. It would be a very bad plan for you to do everything that you find you are not punished for at once. It would just set your heart fully in you to do all sorts of iniquity. Perhaps your master means to let you alone, and see what you will do. He wants to try you, it may be, and find out whether you will do right without being blamed and punished for doing wrong. One thing is very certain, and we beg you to think of it every night before you go to bed, every morning when you rise, and every time in the day when you are tempted to do evil—that if you cannot be kept back from evil except by punishment, you will in the end have plenty of it.

We do not doubt that you justly complain of your teachers for forgetting that you are yet a boy. We sometimes forget ourselves that we were once boys, and that what is easy to us now, was then hard. But we try to remember the days of our youth, and what short and slow steps we took when we first started to climb what they call the Hill of Science. We remember slipping a good many times, and stopping and loitering a good many more. So you have our sympathy on this point; only, if you would keep it alive, you must always do just as well as you can.

Then, as to the cut-and-dried examinations. If your master makes it a point and practice to show you off in such a way as that, of course you cannot respect him, as it is exceedingly desirable you should be able to do. But you can still do your part well in the examination, though it should be repeated the fortieth time, and that will improve *you*, though it may justly disgrace the master.

Finally, always do *your* duty, even though your master should never do his, and you will have a reward a great deal richer and better than you can now possibly imagine.

LETTER TO A TEACHER ON SPELLING.

You are pleased to ask of me a description of my mode of conducting spelling exercises. There is nothing remarkable about it, but, as it elicits the interest of the pupils, it is a good exercise in my school. I will give you one of my plans by detailing an exercise. I inform the school in the morning, that, in the afternoon, I shall hear them spell the names of the books in the Bible. I leave the last half hour of school time for the spelling exercise. I arrange the pupils in a class, and put forth the words distinctly, once. I make no sign to denote whether the spelling is correct or not, but, whichever it may be, give the next word, and so on. The first one spells Genesis, the second Exodus, the third Leviticus, the fourth Numbers, all right, the fifth spells Deuteronomy, with an extra e after the r. I pass on, and give Jeshua to the next, who spells it right; but by and by we come to a scholar who is wide awake, who, when her word is given, spells Deuteronomy. Whose word was that, Susan? How did Mary spell it? She replies correctly, and takes her place above the pupils, both those who failed to notice the mistake, and the one who misspelt the word. As we go on, we come to one, who, instead of spelling her word, spells a previous word, Chronicles, for instance; spelling it wrong, whereas the first was correct. The teacher takes no notice of this spelling, but gives the proper word to the next. The one who notices the failure on Chronicles, and corrects it, goes above as before.

Galatians, Philippians, Colossians, and Thessalonians, are test words, which are apt to be corrected, whether they are at first spelled right or wrong. If a word does not get corrected till the class have spelt once round, and the head scholar does not notice the failure, any one after her may, by correcting it, get the head. Generally, I call failing to pronounce each syllable as it is spelt, a failure. I find many scholars who syllable words after this fashion; N e N e h e he Ne h e m i mi Nehemi a h Nehemiah, which is a falsehood, as I tell them, for ah does not spell Nehemiah. Sometimes we give them, not merely to spell, but also to learn the names of these books, in order, and instead of giving out the words myself, the first pupil spells the first book, the second the next, and so on, and if a pupil does not spell the book in order, it is a failure, and the one who sets the matter right gets the place. The scholar at the head at the end of the exercise, goes to the foot, before the numbering for the next day. We frequently repeat this exercise two, three, or four days in succession, the poorer and smaller scholars having regular lessons in the spelling-book besides. No exercise in school secures more interest and attention from the pupils.

After the lesson on Bible books is learned, we give them to spell the names of the states and territories of the United States. This is conducted on the same plan, but sometimes we require them to spell without dictation. The first spells what state she pleases, the second ditto, and so on. It is a failure to spell over any one, unless it were misspelt. This secures attention, and employs their faculties thoroughly. The next day they are given the capitals of these states and territories, which, if dictated at all, are dictated in this way. You may spell the capital of Maine; to the next, You may spell the capital of Georgia; to the next, You may spell the capital of California, and so forth. The third exercise is, to have both states and capitals spelt, one scholar spelling the state, and the next its capital, or, one the capital and the next the state. After this lesson is learned, the countries and capitals of Europe are treated to the same usage, and so those of Asia. The names of all the text-books used in school, the months of the year, and the days of the week, are another general exercise in spelling. Sometimes we spell the spelling-book through, and, in our small spelling classes, I adopt the same plan of leaving it to the class itself, to correct every mistake, and it is a rare thing, that I have to say at the close of a spelling lesson, There is one word which no one of you knows how to spell. I have sometimes had the list of irregular verbs recited in the same fashion.

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 C. J. CAPEN, Dedham. } E. S. STEARNS, W. Newton.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Board of Directors of the Massachusetts Teachers' Association met, according to adjournment, at the Latin School House, Bedford street, Boston, Saturday, March 11th ult. Present, Messrs. Stearns, Cowles, Hammond, Allen, Tweed, Kneeland, Putnam, and Capen.

Mr. Allen, Chairman of the Committee appointed to consider the subject of reimbursing gentlemen who had been at pecuniary sacrifice in aid of the "Massachusetts Teacher," reported the aggregate amount of claims to be \$148.00, and that the Committee recommended the payment of the same. The report was accepted and adopted.

Mr. Kneeland, Chairman of the Committee on Seal and Certificate, reported, for the Committee, that they had attended

to the duty assigned them. Mr. Kneeland presented specimens of design for a seal or stamp for the consideration of the Board. It was deemed advisable by the Committee that no action should be taken by them in regard to a form of certificate of membership. They recommended that a design should be engraved, and apparatus furnished the Secretary for stamping, and also that a plate, with the same design, be furnished the Publisher of the "Massachusetts Teacher," in order that the seal of the Association may appear upon that Journal. The Committee was excused from further action in regard to a form of certificate, and the report was accepted. The same Committee were vested with discretionary power to carry out their recommendations.

Voted, that the Secretary be instructed to carry out the provision of the constitution in regard to Certificates of Membership.

The Committee on "Publication of Transactions," reported that no progress had as yet been made in the publication of the second volume, and asked for further instructions. The same Committee were vested with full power to act as they should deem best for the Association, in regard both to the disposal of the first volume of Transactions, and the publication of a second volume.

The Board then proceeded to the choice of three gentlemen as lecturers for the next meeting; which will be held in Northampton, on the Monday and Tuesday next preceding the annual Thanksgiving.

Messrs. Stearns, Allen, and Capen, of Boston, and Parish and Strong, of Springfield, were appointed a Committee to make all necessary arrangements for said meeting.

The Board then adjourned, *sine die*.

CHAS. J. CAPEN,

Secretary M. T. A.

Boston, March 11th, 1854.

PERSONAL ITEMS.

Mr. E. F. Strong, formerly Principal of the Public School at Rockville, has been appointed Principal of the Public and High School in West Meriden, Conn., with a salary of \$700.

Mr. P. W. Bartlett has been promoted from the sub-Mastership of the Hancock School, Boston, to the Mastership of the Chapman School for Girls, East Boston. Salary, \$1800.

Mr. Robert Bickford, of the Somerville High School, succeeds Mr. Bartlett.

Mr. Jonathan Battles vacates the office which he has ably filled for more than eighteen years as a teacher, first in the Hawes School, afterwards in the Mather School, South Boston. This change is rendered necessary by the plan of consolidation now going on in the Boston City Schools, a plan which we believe will be attended with lasting benefit to the city, although with the loss of some able teachers. Having formerly been a pupil under Mr. Battles, we can bear personal testimony to his faithfulness and ability as a teacher; and all who know him will attest his worth as a man and a Christian. We are happy to see so high an appreciation of his services by his co-laborers and pupils as is chronicled in the following account taken from the "Evening Traveller" of March 2d.

INTERESTING SCENE IN ONE OF OUR PUBLIC SCHOOLS.—By an order of the Grammar School Committee, the Mather School, South Boston, which has since its complete organization in Aug., 1843, been under the charge of two principals, Josiah A. Stearns, Esq., and Jonathan Battles, Esq., as Grammar and Writing Masters, is to be a single-headed school on and after to-day, with Mr. Stearns, Grammar Master, as Principal. Mr. Battles, the Writing Master, has been for some eighteen years a most successful and beloved teacher in South Boston, and the occasion of his leaving is a matter of deep regret to both pupils and parents.

Yesterday afternoon, the regular exercises of the school were omitted, and the pupils, both male and female, gathered in the Writing Room to bid Mr. Battles farewell. Master James H. Saville, in a most affectionate address in behalf of the boys of the school, presented Mr. Battles a beautiful silver salver, appropriately inscribed. Mr. Battles acknowledged the gift in a touching manner, alluding to the pleasant relations he had sustained to the school, and the deep interest he should ever feel in its welfare.

Miss McFarlane then arose and presented him in behalf of the misses in the school, a valuable silver pitcher. This Mr. Battles also received with grateful acknowledgments. Mr. Stearns, his colleague, next desired permission to make a few remarks, and in a happy address, presented a most elegant pitcher valued at \$100.

This pitcher was the united gift of the teachers of the school, and was appropriately inscribed, and bore a wreath of oak leaf, a sacred emblem of the Mather School, recalling as it does memories of the late patron of the school, Amos Lawrence, Esq.

The teachers' gift was entirely unexpected, and Mr. Battles with difficulty restrained his feelings sufficiently to return thanks. Hardly had Mr. Stearns concluded, when the youngest boy in

school presented Mr. Battles with a Bible for his "little Eddy," as he said. A little girl followed with a Bible for "Katy at home," and another miss presented him with another Bible, for a second daughter of Mr. Battles. The scene was one of great interest, and will never be forgotten by those who participated in it. At the conclusion of the ceremonies, a heartfelt farewell was given Mr. Battles, and he was escorted to a carriage waiting at the door to convey him to his residence in Dorchester, to which place he was accompanied by a delegation of the pupils.

Mr. Battles has been one of the most faithful teachers of Boston, and we cannot but regret that the youth of South Boston are to lose the benefit of his instructions. We had hoped that his services would have been secured for another school, but learn that he contemplates entering the mercantile business. He retires with the best wishes of all those who have ever been under his charge, and of the parents of his pupils.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

PRIZE ESSAY.

THE Hampden County Teachers' Association offers a prize of twenty dollars, for the best essay on the "Relative Duties of Parents and Teachers in the Education of the Young." It is desirable that the treatises should be brief, and confined to a *perspicuous* explanation of the subject. Each production should be accompanied by a sealed envelope, containing the name of the author, and no envelope will be opened except the one accompanying the successful essay. The essays should be forwarded to the Secretary, L. Scott, Esq., of Springfield, on or before the first of May next. The prize will be awarded by a disinterested committee, appointed by the officers of the Association.

CHARLES BARROWS, *President*.

Springfield, February 25, 1854.

TEACHERS' INSTITUTES.

Hopkinton, April 17th—22d.

Lancaster, May 1st—6th.

Athol, May 8th—13th.

CITY TEACHERS' INSTITUTES.

Newburyport, April 10th—15th.

Worcester, April 24th—29th.

The City Institutes commence on Monday evening with lecture from Prof. Agassiz.

THE MASSACHUSETTS TEACHER.

Vol. VII, No. 5.]

ELBRIDGE SMITH, EDITOR OF THIS NUMBER.

[May, 1854.]

THE SELF-REPORTING SYSTEM.

IN discussing this subject, we have no favorite system of school-government to defend, nor any new theories of discipline to advance. We wish simply to ascertain what is the best method of cultivating and developing the moral faculties of scholars. Not merely how a school may be most easily governed; for to secure and promote the proper moral culture of a school requires no less the rarest skill and most earnest efforts of the teacher, than to secure and promote the intellectual culture. Tell us, indeed, how to secure a high moral tone to a school, and there need be but little solicitude in regard to its intellectual progress.

No really Christian teacher who sympathizes with the American system of public education, and realizes upon what the stability of our government depends, will fail to make it his primary object, whatever be the sacrifice, to instil into the minds of his scholars the principles of morality and pure religion; and to enjoin upon them the "practice of honesty, sobriety, industry, humility, benevolence, and all the consenting virtues." We, therefore, are not contending for the "order and quiet" of a school, though these are by no means to be forgotten, but we have in view the "moral purity of our pupils."

In a recent number of the Teacher appeared an article on "The Self-Reporting System;" and we were not a little surprised at the manner in which the writer there discussed the subject. We believe he wholly misconceives the teacher's vocation; his reasoning, therefore, becomes false; and his illustrations, though certainly amusing, for they were couched in flippant style, have neither point nor relevancy.

He condemns without hesitation the teacher who in his school government makes "order and quiet" his prominent object; such a one he dismisses at once as incorrigible; the plain implication is, that the teacher who secures "order and quiet" in his school by the self-reporting system, "is both dishonest and unjust." Yet in almost the same sentence he brings up to our minds, in order to show the absurdity of such a teacher's course, and, too, for his imitation, a police court; the only object of which, every one knows, is to secure "order and quiet" to the community; no one expects anything more; nor would any one claim for a moment, that it is the province of our courts to give moral instruction, or to cultivate the moral powers in the least degree.

Nor does the beauty of his illustration cease here. This court which he brings up for the teacher's imitation, adopts the very course which he so deprecates. The first thing done after the prisoner is brought forward for trial, is to ask him, under the most solemn forms of law, whether he is guilty or not. Is not this the self-reporting system? And as the prisoner not unfrequently answers "not guilty," when in reality he is as guilty as sin can make him, so we suppose the writer of the article alluded to, would have the scholar do; so long as he hopes the teacher has not evidence enough to convict him, let him with a lie upon his lips persist in denying the whole transaction. This, forsooth, is the way in which the teacher should secure the "moral purity of his pupils."

We cannot believe the article was written by a teacher; for it is sad to think that one who is placed in charge of the moral and intellectual training of our youth, should so misconceive his vocation as to liken it to that of a judge on the bench in a criminal court. Can the "honest, faithful, religious teacher" enter his school-room in the morning, and look down upon his scholars as the judge looks upon the prisoners in the box? In the strict and faithful discharge of their respective functions, the teacher and judge have very few things in common. It is absurd to hold up one as a pattern for the other. In the office of the judge, we only contemplate the prevention of crime through the fear of the sentence or punishment. The judge interprets the law, and pronounces the sentence; and here his duty as a judge ceases. But is this the condition of things in a good school? Is the scholar led on in the path of virtue, shunning habitually whatever is evil, and cleaving unto the good, practising benevolence and conscientiously adhering to truth and honesty, by the fear of castigation? Is he animated to intellectual exertion, heartily devoting himself with unremitting industry to the pursuit of scientific truth, by the dread of the threatened lash? Does he regard the teacher as one who by virtue of his office, makes it his

object, first, to convict him of some misdeed, and then to inflict the penalty? In fine, are the relations existing between the instructor and his pupil in any respect similar to those existing between the judge and the criminal? Do parents send their sons and daughters to school, as the State sends its criminals to court? "Of the honest, faithful, religious teacher," we ask these questions, and of those who compare the school-room to the court-room. No candid person can regard these places as similar. The one is the scene of a cold and formal administration of law, where the whole time and effort are employed on three questions—What is the statute? Has the prisoner violated it? What is the penalty? The other is the scene of kindlier relations, where teacher and scholar, their interests being common, are reciprocally attached, and where their finer feelings and nobler powers are to be cultivated and harmoniously strengthened. It is the work of the court-room to hew down corrupt trees and cast them into the fire; of the school-room, to cultivate and prepare trees that shall bring forth good fruit.

The writer would make the impracticability of the self-reporting system apparent, by showing how impracticable it would be for a city or State to require men to go to the "proper officer," and report all their "crimes," "misdemeanors," and "meanness." Were there any parallelism in the two cases, his illustration might have some force; but that there is any, we shall not admit, till he shows that the relations between the pupil and his instructor are similar to those between public offenders and the constable;—till he shows that the duties of policemen are similar to those of the instructors of our youth.

Again, what practical teacher in the Commonwealth of Massachusetts would in good faith compare himself, surrounded by his scholars, to a Roman nobleman with his slaves two thousand years ago,—slaves taken from the savage wilds of Gaul, who feared not death itself more than to say any thing prejudicial to the interest of their master? What teacher would liken his scholars to a class of beings who were scarcely admitted to possess a moral nature? And much less was it desirable that they should possess one; for they were taught, encouraged and expected to do and say any thing at any time, however false it might be, for the benefit of their master; nay, for the slightest fault they were liable to be thrown into the fish-ponds, there to putrify till consumed by fishes.

The writer inquires if "the teachers of New England have just discovered a secret in human government, which the wise men of all ages have never dreamed of." Can it be that he in his admiration of courts and policemen, has been unable to read his Bible? If we mistake not, our first parents even were called upon to report respecting themselves: "And the Lord

God said, What is this that thou hast done?" We know not the writer's views on moral depravity; it may be, however, that he would ascribe the present fallen condition of our race to the fact that Adam and Eve were subjected to self-reporting; their "moral purity" was "trifled with and impaired" by "rewarding falsehood and discouraging honesty;" Adam was induced to throw the blame upon Eve; and Eve, to throw it upon the serpent. And the writer would now step forward to suggest that courts and policemen will

"Restore us, and regain the blissful seat."

Throughout the Scriptures from Adam downward, we find the confession of sins enjoined upon men; this is a condition of pardon; the tenor of the Old Testament from Genesis to Malachi, on this subject, may be expressed by a passage from the Levitical law;—"And it shall be, when he shall be guilty in one of these things, that he shall confess that he hath sinned in that thing." And the New Testament is hardly less explicit; a passage from James contains its spirit;—"Confess your faults one to another, that you may be healed." Now when the Moral Governor of the universe has from the creation enjoined upon man the confession of his faults, and has written out the injunction in "characters of living light," that a candid person should say, that it "has never been dreamed of" in "all ages past," seems difficult to be understood by us.

The teachers of New England will not acknowledge that they have "discovered a secret in human government." But in giving moral instruction, they rely on the Bible as their moral guide; the principles and practice there inculcated they think safe to be inculcated in their schools.

The writer "conceives the true question for discussion to be this: Does the practice of self-reporting reward falsehood and discourage honesty, and thereby trifle with and impair the moral purity of the young?" We are willing to join issue with him on this question; for we do not believe the self-reporting system encourages deception to so great an extent as that system into which self-reporting does not enter as an element. But suppose some dishonesty should be met with in the practice of the self-reporting system; we should not consider it remarkable, nor should we therefore at once condemn the system. Shall we condemn and repudiate all trade and commerce, because they admit of deception and dishonesty? Nay, because a man may be induced to deceive from the hope of thereby gaining some advantage? What business or position in life will not admit of deception, and some imaginary advantage in consequence? Though it may be sad to admit that there is no such position, it is nevertheless true, and probably will continue so till we are differently constituted.

Under the self-reporting system the scholar is not only responsible to the teacher, but likewise to himself. His own conscience is constantly his monitor, restraining him all the time. He knows that he must acknowledge or deny every act of disobedience. But suppose he is called to account only for those things which he is caught doing. Is not the great restraint removed? Will he not be calculating the chances of escape? For there is a possibility of his escaping. And what can be more painful than to contemplate a boy debating in his own mind, before committing a wrong deed, the chances of his eluding detection? In the self-reporting system there is no possibility of his escaping. He cannot debate the question for a moment; for he is continually answerable to his own conscience, and not merely to the teacher's eyes. In one case the responsibility of the scholar's acts is on the teacher, in the other on the scholar himself. If the teacher's back is turned, what is the restraint? For he is virtually told that he may do all he can unseen; but if he is caught, then must he suffer. Now to boys full of the vivacity and roguery natural to youth, what greater temptation could be offered? Yet we are told, that in the self-reporting system, we lay great temptation before the scholar. Let us say to our boys, "You must not do thus and so. If you do, you shall be severely punished: but we shall punish you only for what we see you do." What would be the effect? Would it not be precisely like the old Spartan mode of training their youth? "Here, boys, we shall give you no food. If you can furtively obtain it without being detected, very well. But if you are taken in the act, then shall you suffer severely." Would not the legitimate, the inevitable result, as with the Spartans, be, that our boys would be trained up polished deceivers? Our public schools, the pride of New England, the public nurseries of deception! Well may our fathers feel solicitous that increased attention should be given to moral instruction in our schools.

The self-reporting system supposes the scholar to be called on to report respecting his own conduct, he knowing from the outset that he will be thus called on. The rules of school must be few and simple. The scholar must be made clearly to see the reasonableness of these, and his obligation to obey them both for his own good and that of the school: this done, he will clearly understand and feel that it is wrong for him to disobey them. All this must be done in the outset. The scholars must also understand that the teacher is their friend; that his object is their good; that he is there to teach and not to oppress them; that he reposes confidence in them; for nothing is more painful to a scholar than to feel that he has lost the confidence of his teacher: he, like his superiors, desires to be confided in, and to

show himself worthy of that confidence. The teacher must enter the school-room as the friend and benefactor of his scholars. They go to him for explanations in their studies: and if they commit errors or get mistaken views, having a scholar-like spirit they will wish to be set right by their teacher. So should it be in respect to their conduct and morals. Their state of mind towards the teacher should be that of confidence, of trustfulness, of respect, of affection.

Now suppose a scholar to violate one of the rules: by so doing he has violated his own sense of right; he has committed an injury on his moral being; his conscience suffers. And how is he to repair the injury thus done to his moral nature? By cloaking the transgression and keeping it forever a secret, or by frankly and honestly confessing it? The latter, we contend, is the only way in which the moral wound can be healed; the only way in which the scholar can settle with his own conscience the matter between himself and his teacher; the only way by which he can be made to respect himself when he thinks of his act afterwards. Every scholar should be made to take pride in sustaining an integrity and purity of character; not a character which may appear pure and unsullied to others; but a character for the integrity of which his own conscience can vouch. The question with him should be, not whether the act is known or unknown, but whether it is done. He should also be made to feel, that it is highly dishonorable to receive credit for more than he deserves. We have known scholars, and would that the number were larger, who would not recite what had been told them in the class by way of prompting by one seated near them. This was as it should be.

Suppose something to occur in the school-room, which occasions disturbance. The teacher knows not its origin; but if he expects to maintain good order, he must examine the matter. If the self-reporting system prevails, he has only to ask what occasioned the disturbance. The offender must raise his hand at once; we say *must*, for his fellows will not tolerate his indirectly imputing the fault to the whole school. "He leaves the teacher to think," say they, "that we are all conniving or concerned in the confusion, which is wrong and unjust, for we are verily innocent." But if the other system prevails and is carried out strictly, the teacher cannot ascertain the offender, unless he happened to see him; he must ask no questions, lest he lay the temptation before the boy to lie. He is completely tied, and cannot take a step. The culprit is left to triumph in his wrong doing, — in his victory over his teacher.

The state of feeling between the teacher and scholar, which is supposed under the self-reporting system, is not supposed under the other system. There will be a feeling of shyness

awakened in the scholar towards the teacher; and once awakened, it is next to impossible to eradicate it. He feels that the teacher is watching him. He is, indeed, told virtually, that he is morally incapable of regulating his own conduct: in his weakness and imbecility his own acts are beyond his control; such is his fallen nature, such his moral depravity, and such is the irresistible temptation to do wrong, that he must give up the responsibility of his act to another. We can have no charity for such reasoning. Let there be such confidence existing between the teacher and scholar, that each shall be ready to trust the other, feeling that the interests of both are common. Let scholars feel that they are to be treated like men; then will they demean themselves like men.

It is said that the self-reporting system lays before the scholar a temptation to add falsehood to transgression. Instead of operating thus, it is intended to go, and we believe does go farther back, even to the root of the matter. It operates as one of the strongest barriers against the *transgression*. So far, then, from presenting temptation to add falsehood to transgression, it prevents the *occasion* of any falsehood, viz.:—the transgression itself. As under God's moral government, the belief in a future retribution operates as one of the most powerful preventives of evil; so in the case before us; though some need no such restraint, but act from principle, yet multitudes, no doubt, are kept from doing wrong by the belief in what must follow.

But let us extend the reasoning of those who oppose the self-reporting system a little farther. If it will hold good in a school, it will hold good elsewhere. For the laws of the moral world are not suspended as soon as we pass the door of the school-room. Apply their reasoning to family government; and the school is only an extension of the family government; the teacher is "in loco parentis." Every time the parent calls his child to account for any suspected ill conduct, he places the temptation before the child to tell a falsehood, and therefore ought not to call his child to such account. Whose feelings do not recoil from such a conclusion? What! a father has not the right to call his child to account? Why, it would strike at the very foundation of the social compact. Every father knows and feels it to be his duty to look after his child, and call him properly to account; and the child feels his responsibility to his father. When Washington's father, suspecting him, asked if he knew who killed the cherry tree in the garden, great injustice, we suppose, was done George; a strong temptation was placed before him; his father was dealing dangerously with him. Not so. George's noble nature rose superior to the temptation. His moral courage and strength came to his aid. "I can't tell a lie, father, you know I can't tell a lie. I did cut it with my hatchet."

Well might the father embrace his son, and exclaim, "Such a victory is worth a thousand trees all blossoming with silver — nay, all loaded with gold." This was a noble confession. Every boy feels that it was a noble one. And was George injured by it? No. "Thrice happy he," and thrice benefited. His regard for truth was strengthened; his moral power over himself was increased. Could he not tell a lie before? Ten thousand times harder would it be for him to tell a lie afterward. Where the self-reporting system prevails, we would frequently enliven and exercise their perception of the right and noble, by relating to the scholars such anecdotes as this. Let their moral sense be required to judge of the good and bad in others, as well as in themselves. Let their consciences be kept constantly awake.

But why the idea of temptation in a *school* so repulsive? Let scholars go out of the school-house, and temptations will beset them on every hand. Not a day, nor perhaps an hour, even, passes, but a man meets with temptation in some form. Shall the shop-keepers modestly conceal their finest articles in some back room, lest the juvenile passer-by may be tempted to covet? Paradise itself was not without temptation, placed there too by the Moral Governor of the world. Would there be any merit or virtue in a man's doing right, when he had no temptation to do wrong? Certainly not. Can it be expected then, that the school-room will be free from all temptation? Would it be desirable even, if possible? Would we have our youth trained up and educated to a state of things wholly at variance with that in which they must spend the greater part of their lives? Would it not be cruel thus to leave them wholly unaccustomed to and ignorant of the trials with which they must ever be contending? Let a regard for their welfare, let justice and reason supply the answer.

In our schools we are preparing our youth to perform manfully their part in the business of active life. Let them be armed, then, for the contest. Let their moral faculties be so cultivated and strengthened, their power of resisting temptation so fortified, that they may pass through the conflict unscathed. "The victory of fallen men lies not in innocence but in tried virtue." "Blessed is he that overcometh."

But some, it will be said, do tell a falsehood to conceal the transgression. We shall not deny it. But it is not the result of the self-reporting system; nor is the system at all responsible for it. There may be evil in an organization, and yet the organization be in no way responsible for it. The organization may tend directly against the evil; as we believe it does in the case before us. The Church is doing more for the moral renovation of mankind than all other agents combined; yet some grossly

wicked men connive to enter within its pale. But is the Church the cause of their wickedness? Is it to be pronounced a bad institution because some abuse its design?

We are enjoying the very best form of government under heaven. Yet some of the most heinous crimes recorded have been committed in spite of our laws. Will any one say that these crimes are the result of our government? And that our laws are therefore bad?

If a scholar will lie to hide a fault, it is not the effect of our system; it is the system which enables us to know what the scholar would do if he had the opportunity. He has the disposition, and all that is wanting for him to show it, is an occasion. Had Ananias and Sapphira been free from all blame without Peter's question? Was Peter the cause of the lie, and therefore responsible for it? The result, we think, proved otherwise.

Because a physician prescribes an emetic for his patient, which causes him to throw up corruption and bile, does it follow that the physician produced the bile and corruption, and is responsible for them? Not at all; he has only shown the real state of the patient's stomach, which was before unknown; he now knows what further medicine to prescribe for the patient's recovery. So in the self-reporting system; we soon find out a scholar's moral diseases, if he has any, and can then put him under such treatment as will restore him to moral health. So long as a scholar has no opportunity of showing his faults and weaknesses, so long will they remain uncorrected.

It is sometimes objected, that a scholar, in reporting his own ill conduct in the presence of his school-mates, is subjected to embarrassment, shame and disgrace. If a boy does wrong in school, is it not known by more or less of the scholars, whether he reports it or not? It is very seldom that a boy in school is alone in his wrong-doing. Which, then, would be the greater shame and disgrace; — to have the name of honestly and frankly confessing a wrong, or to have the name of doing wrong, and in addition to that in a cowardly manner lying about it? For if he has done wrong, he must have one name or the other. No shame in committing the offence, in violating his own sense of right and that of others; no shame in infringing on the rights of his school-fellows by annoying them, disturbing the school, and taking their time! No shame in *doing* all this, but there is shame in owning it!

Teachers know that there is a sense of honor among boys, as well as among men. They will not countenance or tolerate a lie for a moment: they are as sensitive on the point of deception or equivocation, as their seniors. Let one of their number be known to falsify, and they are shocked; no sooner do they get

beyond the school-house than they will attack him as common offender. More than once have we seen boys gather around a culprit of this kind, pointing their fingers at him, and throwing his offence in his teeth. A boy will not be caught in this situation more than once; he learns a lesson which he will not easily forget. He knows if he holds his rank with his fellows, that he has got to sustain a character of honor and honesty. Under these circumstances boys will have a restraining influence over each other. And what can be a happier state of things in a school? Here will the moral faculties of scholars be cultivated; and incidental to this will the order and quiet of a school be secured. Here will be a public conscience; here will be self-government.

In the "Ninth Annual Report of the Secretary of the Board of Education," we find the following language: "One of the highest and most valuable objects, to which the influences of a school can be made conducive, consists in training our children to self-government. * * * In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not trained to it, we only prepare ourselves for disappointment, if we expect it from grown men. * * * As the fitting apprenticeship for despotism consists in being trained to despotism, so the fitting apprenticeship for self-government consists in being trained to self-government; and liberty and self-imposed law are as appropriate a preparation for the subjects of an arbitrary power, as the law of force and authority is in developing and maturing those sentiments of self-respect, of honor and of dignity, which belong to a truly republican citizen."

Now it is the great and primal object of the self-reporting system, to cultivate in scholars the habit of self-government. This we believe to be its legitimate tendency. After giving them kind and judicious directions, and explaining to them the nature and reasons of school laws we trust to the scholars themselves, to some extent, the responsibility and regulation of their own conduct. Could we adopt any course which would more directly develop the power and induce the habit of self-government? If so, we shall be most thankful for the information.

Finally, we believe the self-reporting system, under a good teacher, is the best system that has yet been adopted in our schools. It endangers the moral purity of pupils less than any other; though like everything good, it may be abused. It cultivates the moral powers positively, and not merely negatively. Any discipline which is parental, must involve it more or less. The spirit of the Bible, from beginning to end, sanctions it. It is the system best calculated to prepare scholars for self-government, and to make them honest, conscientious, republican citizens.

OBSERVER.

GEOGRAPHICAL DISCIPLINE IN THE EDINBURGH HIGH SCHOOL.

BY PROFESSOR PILLANS.

THE introduction of Ancient Geography into the curriculum of High School study, was, like that of Greek, a happy innovation of my predecessor's upon its original constitution. But as the manner of teaching geography which I was led to adopt, differed materially, not only from his plan, but from any other, so far as I have been able to learn, which, till then, had been practised in the public schools of Britain, it is right that I should preface the details of geographical discipline with an exposition of the principles on which I proceeded, especially as I conceive them to lie at the foundation of all successful teaching of geography, whether it be ancient or modern.*

"1. In studying the geography of any country, the first thing to be done, after settling its boundaries, its length and breadth, and its latitude and longitude, is to acquire a knowledge, not of its civil divisions, which are conventional and fluctuating, but of its physical characters. Of these characters, which are permanent and impressed on the globe by the hand of nature, the most striking are the following:—

"1. The line of coast, where the country is maritime: 2. The mountains, either single, or in groups, or in long ranges: 3. The rivers, with their complement of tributary streams; and, 4. The valleys or *basins* which are scooped out and enclosed between the mountain ranges, and are at once watered and drained by the rivers and their tributaries. To be made acquainted with these physical features of a country, their

* Here follows, in the MS. of 1823, a long dissertation, intended to elucidate the first principles of the art of communicating geographical instruction in such a manner as to interest the minds of the young. But with this discussion I shall not try the patience of the reader; partly because the views it presents have no longer the novelty which they possessed when I first began to apply them in practical teaching; and partly, because I have stated the substance of them pretty fully in the Introduction to "Outlines of Geography, principally Ancient," published a few years ago. The portion of memoranda omitted in the text was expanded long ago into some Lectures on the subject, which are now delivered in the Junior Humanity Class in the University. I shall therefore confine myself in the text to a condensed enunciation of the principles alluded to, such as may enable the reader to understand and judge of the methods of teaching which I am about to describe. And as I had the honor of delivering one of these lectures lately to the Edinburgh Local Association of the Educational Institute of Scotland, and the Secretary, once a distinguished pupil of my own, gave an official report of the lecture to the Institute, I have adopted that document into the text, as embodying, substantially and lucidly, the statement which I wished to present to my readers.

names, numbers, and relative positions, is as necessary to the young geographer as a knowledge of the bones and great blood-vessels of the human frame is to the young anatomist. It is, in both cases, the foundation on which subsequent acquirements ought to be reared.

"II. When the learner has been thus made acquainted with the physical aspect of the country, with the principal chains of mountains, and with the names and courses of the main rivers, the next step is to follow each of these rivers from the source downwards, observing as we go along what cities or towns of importance are found either divided by it, or close upon it, or at a moderate distance from either bank. If the same process be adopted with the principal tributary streams, and if, in addition, the towns and ports on the sea-coast, where the country is maritime, be noted and named in their order, it will be found that very few places of consequence have been omitted, and that their positions are advantageously fixed in the memory when they are thus associated with the rivers, and seas, and basins, to which they belong.

"III. It is not till we have completed this outline of what has a real substantive existence in nature, that the attention of the pupil ought to be called to those divisions and sections of the territory into provinces, circles, counties, and shires, which are purely arbitrary, and have no natural character or assured permanence.

"IV. In teaching Geography as a branch of general knowledge, it is a mistake to aim at great minuteness of detail. The subject ought not to be exhausted.

"V. As, on the one hand, the memory should not be overloaded with a multitude of mere names, so, on the other, as many impressive associations as possible should be connected with the details which *are* given. In the case of towns, for example, the striking peculiarities, both in their natural, civil, political, and commercial history—all that can serve to paint them to the imagination, and distinguish them from one another by something more than the name—should find a place either in the text-book itself, or in the oral demonstration of the teacher.

"VI. With the same view of giving to the knowledge communicated a firmer hold on the memory, Modern Geography should go hand in hand with Ancient, and each be made to throw light upon the other. A very great number of modern names of places are corrupted forms of the ancient appellations, sometimes so altered that the identity of the two is not readily detected; and the modern name may often be traced back, through various changes, to some peculiarity in the natural or civil history of the place.

"VII. Finally, it will contribute to give additional interest and impressiveness to geographical instruction, as well as to improve the taste, and store the mind with rich imagery and pleasing associations, if a selection of passages from the poets of antiquity, or of modern times, in which they describe, or allude to, either the local peculiarities, or the mythological and political history of the places and scenes enumerated, be brought under the eye of the learner, and made so familiar to him as to recur along with the names, and even to be committed to memory."

There is, no doubt, an immense extent of the surface of the globe, to which the river-and-basin system cannot be profitably applied. In the Karroos and sandy deserts of Africa, in the parched solitudes of Arabia and Persia, in the table-land of Central Asia, in the Llanos and Pampas and Savannas of America, in the Steppes of Russia both European and Asiatic, and even in the northern parts of Germany and Prussia, it would be vain to look for either river or basin. But these interminable wastes, condemned apparently to everlasting sterility, possess no interest to the young geographer, beyond the fact of their existence, and their position relative to the habitable parts of the earth. Still less claim have they on the attention of the youthful student of the classics, seeing that to the ancients they were entirely unknown. The countries inhabited, subdued, colonized and civilized by them, all, with two exceptions,* touched in some point or other the waters of the Mediterranean, or of its cognate seas; and from the shores of the Mediterranean have come to us, as Dr. Johnson long ago remarked, all our religion, almost all our laws, almost all our arts, almost everything that sets us above savages. Now, to the countries bordering on those inland seas,—fertilized as they are and beautified by innumerable streams, and where scarce "a mountain rears its head unsung,"—the river-and-basin system is eminently applicable: and as it was with those countries I had chiefly to do, it occurred to me that I might take advantage of it, to give interest and impressiveness to my geographical lessons.

If the soundness of the principles stated above be granted, it follows that an engraved map,—having its full complement of provinces, counties, and towns, with their names at full length in letters of all sizes, its dotted lines of boundary, its meridians, and its parallels of latitude,—is not the proper instrument to use in teaching the geography of a country; but that it ought to be reserved, like dictionaries in learning a language, for occasional consultation and reference.

Accordingly, I placed before my pupils, instead of a crowded and perplexing map, a large blackboard, having an unpolished

* Britain, and the Conquests of Alexander the Great.

non-reflecting surface, on which was inscribed in bold relief a delineation of the country, with its mountains, rivers, lakes, cities, and towns of note. The delineation was executed with chalks of different colors. The outline of coast was drawn with white chalk, faintly shaded on the outside with blue ; light green was employed for the mountains, light blue for the rivers and lakes, and pink for the towns. There was no marking on the board which did not indicate some existing reality, something that had visible and tangible properties ; and of such objects, those only had a place which were intended to be taught. No line, letter, or name appeared,—no index of any thing which had not a prototype in nature, unless crosses of red chalk here and there, to point out the site of a famous battle, be considered as an exception.

There was thus exhibited on the easel a sort of fac-simile of the country ; so limited, however, in the number of details, as neither to distract the eye, nor confound the understanding, nor overload the memory. The varieties of color, each appropriate to the visible appearance of the object represented, were themselves no small help, both to the imagination and the memory, in picturing out and recalling to the learner's mind the principal features of a country. The teacher, then, while every boy's eye was fixed on the board, directed his pointer to the mountain ranges, with their highest peaks and offsets, not failing to notice any peculiarity in their appearance and structure. He next traced the courses of the main rivers and their principal tributaries, from fountain head to embouchure. Then, remounting to their sources, he named, as he descended with the current, the towns that were upon their banks, and along with their names, mentioned also such particulars concerning them as were worth knowing and likely to be remembered,—their ancient and modern designations, the sieges they had sustained, the battles fought under their walls, the remains of antiquity they contained, the distinguished men they had given birth to, and anything else remarkable in their natural or civil history which might tend to give them individuality, and take a hold on the memory. It contributed not a little to the same effect, that each town was no longer an insulated locality, with nothing to refer it to but the county or province to which it belonged : it was associated now with the river it was upon ; and the rest of the towns father down the river, as they succeeded each other, were bound together in the memory, as it were by a common tie.

To prove how much the system I have been endeavoring to explain tends to simplify and give interest to the study of Geography, I will take, as an example, the first country which presents itself in making our proposed circuit of the Mediter-

anean from one pillar of Hercules (the rock of Gibraltar), to the other (the African Ceuta);—I mean the Spanish Peninsula.

Were a traveller to land at Santander, a seaport on the Bay of Biscay, in the province of Asturias, with the intention of making his way directly south to Gibraltar, he would have to cross successively five ranges of mountains, running all from north-east to south-west, at great distances from each other; and in travelling across each of the intermediate spaces, he would find himself alternately descending and ascending, and would have, as he descended, the current of all the mountain torrents and tributary streams *with* him, and, as he ascended, all *against* him,—travelling, in the former case *secundo flumine*, and *adverso* in the latter. And, ere he reached the end of his journey, he would have traversed four *basins* or broad valleys, each having a large river occupying its lowest level, running parallel to the mountain ranges which enclose it, and receiving all the streams that flow down their sides. And he might add to his enumeration of basins what is equivalent to a fifth, the declivity which he first ascended from the shore of the Bay of Biscay, and the slope which brought him at last to the shores of the Mediterranean.

Again, let us suppose that our traveller crosses Spain in a different direction,—from west to east,—and that he starts from Lisbon, bound for Valencia. Instead of the frequent ascendings and descendings of his former journey, he will now follow the course of the Tagus upwards by a long and gentle *ascent*, noting a number of remarkable towns in his way, till that river gradually dwindles to a slender filament of water, and he reaches at last its fountain-head on the side or summit of the lofty mountain called Sierra Molina. Pursuing his course eastward, he will not have advanced far till he fall in with another rivulet, but flowing in a direction opposite to that which he has left. This is the infant *Turia*, the modern Guadalaviar, by following the course and current of which he arrives at Valencia, on the eastern coast of the Mediterranean. The Sierra Molina is thus proved to be one of the summits of that crest of mountain and high ground which, stretching from north to south, forms the water-shed of the Peninsula, sending forth streams from its eastern declivity to the Mediterranean, and from its western to the Atlantic. It is from this back-bone of the country that those ranges of mountains spring, like ribs from the spine, which he crossed in his southern journey.

It was not till now, when, by views and processes such as I have described, there had been erected, in the mind of the learner, a sort of framework or *effigies* of the Peninsula as it came from the hand of nature, that, before quitting the tabular delineation of Spain, I marked off, with dotted lines, the king-

doms and principalities into which it had been subdivided by man from the time when it was a Roman province down to the present day ; and took occasion to follow chronologically the fortunes of its inhabitants through the different epochs of their history, under the successive visitations of the Carthaginians, the Romans, the Goths, Visigoths, Vandals, and Saracens.

Though I was sanguine enough in my anticipations of good from this new mode of teaching Geography, yet the actual results far exceeded my expectation. Not only were the finer spirits of the class attracted, but many boys who, from indifferent previous instruction, had conceived a rooted aversion to Latin and Greek, sprang forward with alacrity in this new career, and showed, by their attitude and eye, a degree of attention and interest which I had in vain attempted to excite in them when the other lessons were in hand. Every particle of information I had given concerning any locality, every anecdote I had told, was forthcoming the moment the board was exhibited and the pointer on the spot ; even the illustrations quoted from the Latin classics or our own poets, were hunted out and committed to memory. Nor was this all ; boys—often from the lowest benches in the class—accepted the invitation to construct skeleton-maps of their own in imitation of those on the board ; and they arrived by practice at a surprising degree of accuracy and neatness of execution. The best of these performances were fitted upon pasteboard, and hung round the room ; and when the head-knowledge of the drawer was found equal to his skill in the handiwork, he was privileged to act as monitor, and to teach the substance of his own map to his fellows. So captivating was the instruction conveyed in this shape, that boys often petitioned for leave to remain in the school-room during play-hours ; some for the sport of examining one another on the skeleton map, others to practise the art of making chalk outlines on a blackboard. And such dexterity and expertness did they acquire in the use of the crayons, that I abandoned the practice of drawing on this board myself, and substituted the beautiful specimens produced by my pupils for my own clumsy performances. Not a few, becoming enamoured of the study, executed maps in Indian ink, with a fuller complement of localities, and with the names inserted ; and several of these, finished off with consummate taste and skill more than thirty years ago, may still be seen adorning the walls of the Humanity class-room.*

* For a particular detail of the manner in which this mode of teaching Geography was applied to the other countries bordering on the Mediterranean, and in particular, how it was brought to bear on the explanation and illustration of the classics, I must again refer the reader to the volume mentioned before, p. 109.

ON THE DIFFERENCE IN THE MANAGEMENT OF
CLASSICAL SCHOOLS IN ENGLAND AND IN
SCOTLAND, AND THE ADVANTAGES
(AND DISADVANTAGES OF BOTH.

THE acknowledged difference of national character on the opposite sides of the Tweed, may be considered partly as the cause, and partly as the effect, of the very marked diversity in the modes of public education, and the fashion of public schools in the two countries.

All the great schools of England, how widely soever they may differ in the details of teaching, agree in this respect, that the boys are separated from their parents and their homes, and form, with the head-master and his assistants, a sort of small community apart. If it be an old endowed school, such as Eton or Westminster, the boys on the foundation are boarded and lodged in a Dormitory or Long Chamber, and the rest are placed either with certain of the masters, or in what are called Dames' Houses, which are so far under control and superintendence, that each of them is visited every day by one of the masters, who calls a muster-roll of the inmates and sees that they be locked up for the night. An imaginary line round the place marks the "bounds," beyond which it is against the law of the school to go, however consistent it may be with the practice of the scholars. There are certain amusements, too, such as riding, driving, shooting, and angling, which are prohibited under severe penalties. The masters, in short, act as superintendents of the general conduct of the pupils, as well as of their proficiency in classics, and a vigilant police is kept up by frequent calling of "absences."

In Scotch grammar schools, on the other hand, the school-boys are all what are called in England "home-boarders" or "day-scholars"—a description of pupils little known then, and not encouraged. Our public schools are places of resort to the youth during the hours of teaching, after which they separate, each to his home; and whether that home be the dwelling-place of his parents, or of some friend, or a common lodging-house, he is equally removed from all cognizance of the master, whose charge of him extends not beyond the precincts of the school.

The most obvious consequence of the English arrangement is, a much more intimate society among the boys themselves. They dwell, sometimes to the number of eighty or ninety, in the same boarding-house, and all the boarding-houses are within so small a compass, that every boy in school is known to every other. They encounter one another so frequently in the daily intercourse of life, that character is rapidly developed and formed in this

little world. A boy who has been spoiled at home, and arrives at school with an extravagant estimate of his own consequence, meets with such rebuffs at every turn, that his self-importance is soon abated, or he is fain at least to conceal it ; nay, as he gains experience, he becomes in his turn an acute observer of the foibles and follies of his neighbors. Thus, by constant attrition, as it were, the angularities of character are rubbed off, and a boy acquires a knowledge of mankind and a self-possession, which, it must be admitted, betrays itself occasionally in petulance, proneness to *quiz*, and knowingness in vice ; but in the better class of pupils, is shown in ease and manliness of manner, in freedom from presumptuousness and affectation, and in a perception of the ridiculous in conduct and character, which, though strong enough to observe it in others, is mainly exercised in avoiding it themselves. In short, a boy feels very early his place in society, and that he must not expect others to yield more than is his due in *their* estimation, not in his own ; — a lesson of no small importance to the sons of the rich and the high-born. To this we may trace much of the influence which these schools have had in moulding the aristocracy of England, and correcting many of the faults to which the condition of their birth exposes them. Few things, indeed, have contributed more to produce that peculiar phasis of human character, of which an English gentleman is so admirable a specimen.

The practice of *fagging*, — that is, of every member of the higher forms of the school having a general command over the services of the lower boys, and having one boy in particular attached to him as a sort of domestic, — is so interwoven with English habits, that it is scarcely possible, even were it desirable, to abolish it. It is that part of the system which appears most objectionable in theory ; and instances are quoted of the abuses which it has given rise to. But it ought to be remembered, that it is the abuses only that we hear of, while the salutary effects are mixed up with the general results of the whole discipline, and are neither so striking nor so easily stated. Like so many of the time-honored usages and institutions of England, it may be said to work well, against all reason and all theory. But as this is a dangerous principle to admit, and may be pleaded in vindication of every abuse, it is better to rest the defence, or apology, of *fagging*, on the argument that in large assemblages of boys living in close contact and far from their natural guardians, a regulated and well-defined authority — such as in a vast majority of cases will be exercised according to a certain law, unwritten indeed but not the less binding — is greatly to be preferred to the unrestricted right of the strongest. Big boys

are doubtless now and then found who make a cruel and capricious use of their power, but there is a check to this abuse in the custom of the school. In numberless instances the older boy is the protector and asserter of the rights of his *fag*; and though he himself may occasionally maltreat him, he will allow nobody else to do so. Besides, to the numerous pupils of these schools who are born to affluence, and doomed to be surrounded with obsequious dependents, this is often their only chance, at the time when the character is being formed for life, of profiting by the "sweet uses of adversity."

There are disadvantages, however, attending the English system of school-management, which it is impossible to overlook. Among these I fear we must reckon the danger of early initiation into vice. Such congregations of boys, associating only with one another, are a fit soil for "things rank and gross in nature" to spring up in; and though the purer spirits come out from the test to which their principles and good habits are subjected, like gold seven times tried, yet the greater proportion of ordinary minds run considerable risk of receiving a taint, from which they do not easily recover.

The same condition of things is apt to engender an indifference, and even aversion, to the studies they are sent to prosecute. Boys collected in great numbers in one place, far from home and the society of those who have a natural influence over them, are but too apt to employ their time and talents in inventing schemes of active amusement or playful mischief, and to make the sedentary occupations of the desk and the study a subordinate and very summary process. This tendency is not a little favored by the obligation the masters are under to proscribe and if possible prevent many sports, innocent and healthful in themselves, which the boys are accustomed to engage in at home, in their fathers' company, during the holidays. The very prohibition begets a desire to enjoy them, and disposes the boys to regard the masters in the light of so many tyrants arrayed against their interests, debarring them from pastimes which even they must look upon as harmless, and forcing upon them instruction for which they have no relish. Hence the prevalent feeling is, to take as little as may be of the learning, and have all they can of the amusement,—to reduce the former to the *minimum*, and raise the latter to the *maximum*. And hence, too, the danger of a struggle between master and pupil, each pulling opposite ways. The seeds are sown of a hostility which is only prevented, by the strictest school discipline, from showing itself in open resistance to authority. This proneness to rebel may act, indeed, as a check in preventing abuse of power on the part of the master; but the evil preponderates. Some dexterity and a happy temperament, are required in the teacher to

save him from being an object of general dislike. One of his best securities against it, is to impress his pupils with the idea that he is acting, not spontaneously nor always with a willing mind, but as the instrument, and under the compulsion, of a stern necessity. In this way, even while he is inflicting punishments, which it would be difficult to reconcile with his own notions of what is reasonable and just, he may stand acquitted of vindictiveness, by appearing as the minister of fate, appointed to enforce a system of discipline which has been established for ages, — a system which, for that very reason, is submitted to, by young Englishmen as well as old, without examination and without complaint.

It is of general tendencies to evil that I speak: there are of course numerous and honorable exceptions, — many who, were the system ever so bad, would turn out well, not by that system, but in spite of it; but the prevailing notion on the subject undoubtedly is, that teachers are task-masters who are to be thwarted, eluded, mystified, and outwitted by every lawful, or rather by every possible means. The boy who is at all times ready to embark in any scheme of strenuous idleness, and the readier if it has a seasoning of mischief in it, is a general favorite. Want of lesson brings no discredit. High talent, indeed, displayed in the business of the school, is omnipotent with boys, and never fails to attract universal and unenvying admiration; but the assiduous student who makes no blaze must carefully conceal his love of study, if he would escape having an opprobrious epithet coupled with his name.

One means of counteracting a tendency so manifest would be, to convey instruction in a very attractive form. But to this the nature of the school-room arrangements at Eton is a bar. The plan of teaching several forms or sections of the school in one room, has been already adverted to as a security against excess in punishment or indulgence of passion; but it is evident that, upon this plan, the business can scarcely go beyond plain, dry construing and parsing: so that, however well qualified a master may be to captivate the minds of youth by apt and varied illustrations, and to communicate the enthusiasm which he himself feels, the thing is next to impossible, not only from the conversational tone assumed to prevent interference, but from the presence of other masters, and the dread of being laughed at both by them and his pupils.*

* I have spoken, in the text, of things at Eton as they were known to me more than forty years ago. Much, I am aware, has been done to counteract evil tendencies under the able management of the present Provost and Head-master; and, for the removal of whatever else is amiss, we may look hopefully to those authorities of the school who have already succeeded in abolishing the ridiculous farce of Montem, and in substituting the "Eton Geography and Atlas" for the maps and text of Pomponius Mela.

The Scottish school system admits of no such mutual and general acquaintance. The boys of one class are scarcely known, even by name, to those of the other four classes; and even members of the same class, if it be very numerous, remain so little acquainted as to pass each other on the street without recognition, unless some other tie bring them together than the mere circumstance of being both taught by one and the same master. This was the case in the Rector's class also, up to the time when the adoption of monitorial divisions more thoroughly intermingled the members of it, by bringing them into closer and more frequent intercourse, and thus presenting opportunities of becoming acquainted, and of developing character. Still, however, this intercourse was within the walls of the school-room, where there could be little of that free and unreserved intercommunication of thought which cements boyish friendships; and the play-ground was too confined, and had too few facilities for youthful sports, to tempt many boys to linger or re-assemble there at play-hours, so that unless proximity of dwelling, or the mutual acquaintance of their parents, brought them together at other times, the bond which connected all the pupils of the same class was but slight, and led to few intimacies. If, however, by this system, boys have less frequent occasions of acquiring an early knowledge of the world, and a certain easy and unembarrassed demeanor, they escape also, it must be allowed, some risk of evil and contamination.

For, in the first place, there is no tendency to cabal against the master; not only because the boys are less together, but because he, not being called on to interfere with their amusements, or with their manner of employing the hours when they are out of school, is not so liable to incur their dislike or aversion. If, on a whole holiday, he meet one of his pupils on horseback, in a gig, with a fishing-rod in his hand, or even a gun over his shoulder, he wishes him a pleasant ride, or good sport, and passes on. This, no doubt, takes the responsibility of the boy's moral conduct, in a great measure, off the shoulders of the master, and lays it more heavily on the parent's, tutor's, or guardian's; and of this they may possibly complain. But to the master it is an incalculable advantage, not merely by relieving him of a very odious and irksome duty, but by putting it more in his power to secure the affections, and through them to influence the conduct and accelerate the proficiency of his pupils. Again, the boys of a Scotch Class, having no projects in common to which the master is not a party, are more likely to regard the school business as of prime importance, and to have it uppermost in their thoughts, both in school and at home.

When school is over for the day, the English youth repair, either to the play-ground in large bodies, or in little groups, each to pursue its own object; and, towards evening, all retire to

their respective boarding-houses, where they are consigned to study or each other's company for the rest of the day. Scotch schoolboys, on the contrary, disperse in all directions after school-hours, and see no more of each other till next morning. That part of the interval which is not given to preparation for the morrow, or to play with their particular associates, is spent in the society of their parents. This may be thought but a bad exchange for the company of their equals; and when one considers the folly and ignorance, the extremes of indulgence and severity, so [common among parents where their children are concerned, one is tempted to think that, for their mutual benefit, they can scarcely see too little of each other. Nevertheless, the growing intelligence of the age, and the importance now generally attached to the right training of youth, secure, upon the whole, a reversion of good from this daily intercourse between the old and the young. And if this be true generally, I may say, without undue partiality to my native place, that nowhere is this reversion of good likely to be greater than in Edinburgh, not only from the general diffusion of education among the people of Scotland, but from the peculiar circumstances of that city. The proportion of the population who follow liberal professions is nowhere else so great. The town derives so much of its wealth and consequence from being the seat of the Courts of Law and of the University, and so little from trade or manufactures, that literature is the fashion of the place; and among the society which a boy meets with at his father's house, he is likely to imbibe much useful knowledge, or at least, to hear such importance attached to the possession of it, and such respect paid to intellectual distinction, as can hardly fail to quicken his exertions to obtain it. This effect I could distinctly trace among the successive members of the Rector's class, in the profound attention with which every kind of general information was listened to. I was encouraged, by observing this appetite for knowledge, to dilate occasionally on topics rather suggested by, than bearing upon, the lesson of the day. Classical scholars do not require to be told how frequently, in construing and prelecting on the choice writers of antiquity, opportunities present themselves to the teacher of awakening the spirit of inquiry, and giving proper direction to the moral perceptions of the young. By commenting on the events and characters which come before them in the course of the daily readings, boys may be guided, the more surely because insensibly, to correct notions and abiding impressions of the right and the wrong in principle and in conduct:—moral training much more effectual than a formal array of precepts and rules for good behavior; to which, when addressed directly to them, and professedly for their especial benefit, they are but too apt to turn a deaf ear.

I have spoken only of what may be called the external conformation of the schools in the two countries, as it affects the habits, and feelings, and manners of the youth. To describe and compare the didactic part of the discipline, the details of the school-room, the number and nature of the subjects taught, the books used, the modes of teaching, and the professional preparation, condition, and character of the teachers, in both countries, would require a volume of itself, and would be foreign to the purpose of this chapter.

A school organization which should embrace the advantages, and steer clear of the disadvantages, of the Scotch and English systems of management, is a thing to be wished rather than looked for. Diversity of national character, the prepossessions of each people in favor of its own plan, local arrangements not easy to alter, and perhaps a remnant of national jealousy still surviving in some minds from the feuds and antipathies of former days—all conspire to prevent such a consummation. But a study and comparison of the two may suggest hints for partial and local improvement.

It would be no less ineffectual than presumptuous in me to speculate on the means of ameliorating the public schools of England: but I can scarcely be considered as stepping out of my province, if I submit, for the consideration of the authorities who preside over the grammar schools of Scotland, a few suggestions, or rather queries; with special reference, however, to that seminary, which I was so long connected with, both as pupil and teacher.*

CLAPBOARDS. These articles were originally called "clove-boards," because they were "cloven" out by hand, instead of being made with a saw as other boards. In process of time they were called clobboards, claboards,—clapboards. In the laws of the Massachusetts Colony in 1641, the price of these articles was three shillings per hundred for "claboards" of five feet in length. The legal price for the work performed by hired labor, was—"if they cleave by the hundred they shall be paid six pence per hundred for five foot boards."

* I have omitted after this a considerable portion of the original text, which relates to some local changes in the old High School building, and certain class arrangements consequent thereon; an omission which even the author regards as *hiatus non valde defendendus*. In what follows, something is no doubt left which the reader will think had been better consigned to the same category. But my wish at least has been, that in speaking on a subject in itself local and temporary, and the interest of which is gone by, nothing should be retained which did not involve some principle which might be useful hereafter in the erection and management of schools.

POPULAR EDUCATION.

"ALL children by nature have equal rights to education. A republic, by the very principles of republicanism, is socially, politically and morally bound to see that *all* the talent born within its territory is developed in its natural order, proper time and due proportion, thus enabling every mind to make the most of itself. The State stands *in loco parentis* to every child, and should fitly use all the means and capabilities sent by Heaven for its highest aggrandizement.

The question then is, How can the State thus promote its own highest good? I answer, *By the establishment of free schools and free colleges.* Extend the New England idea of free schools, and the true democratic result is reached. It is this: The town says to every child born within its limits, "Go to the Primary School as soon as you are four years old; there you will find rooms, books and teachers; use them all gratis; your parents need only to clothe and feed you." When these children have been taught three or four years in the Primary School, the town says to them, "Go up into the Grammar School; there you will find rooms, books, apparatus and teachers; use them all at my expense; your parents need only feed and clothe you." When these children have been in the Grammar School three or four years, the town says to them, "Go into the High School, or Latin School, or Scientific School, or the School of Arts and Trades; there you will find rooms, books, apparatus, tools and teachers; use them all gratis; your parents need only feed and clothe you." When these children have spent three or four years in these schools, the State says to them, "Go up to the College and enter the department which is fitted for you; there you will find rooms, books, apparatus, tools and teachers; use them all gratis; your parents need only feed and clothe you."—When these pupils have passed four years in the College, the State says to them, "Go into the University for Law and Medicine; there you will find rooms, books and teachers; use them all gratis; your parents need only feed and clothe you."

The undue rush of pupils to the college and university, which this plan may seem to favor, can be fully and forever prevented, and the law of demand and supply have its conservative and discriminating control. This plan will not interfere with the present foundations of professorships, &c., existing in our colleges. It will have many advantages over our present semi-feudal organizations. Among these advantages are three—1st, it will develop, *for its noblest uses*, the peculiar talent which God gives to any child; 2d, it will make our colleges self-governing; and, 3d, it will secure the ablest talent in the State for teachers.

If our republic is to last a thousand years, is it not worth while to make it *all* it can be?—*Boston Transcript.*

Resident Editors' Cable.

GEORGE ALLEN, Jr., . . . Boston. } RESIDENT EDITORS { ELBRIDGE SMITH, Cambridge.
G. J. CAPEN, Dedham. } E. S. STEARNS, .. W. Newton.

STATE NORMAL SCHOOL AT FRAMINGHAM.

THE first public examination of this institution since its removal from Newton, was held on Monday and Tuesday of the present week, during which the pupils were examined in the various studies and training of the two preceding terms. An exceedingly interesting feature of the exercises was the examination of the advanced class of pupils, who had just completed an extended course of three years, in reference to instructing in the high schools. These ladies were found to have pursued the most of the studies taught in our colleges, with success,—indeed the course in pure mathematics has been precisely that pursued in Harvard University, the calculus not excepted. It seems to have been fairly and most conclusively demonstrated in the case of these seven ladies, that not only may females reasonable aspire to eminent stations in our public institutions, but that also under careful instruction, with proper zeal and faithfulness, the female mind is fitted to grasp and thoroughly investigate the highest and most abstruse sciences. It is to be hoped that the marked success of these ladies will be the means of inducing many others of their sex to enter upon the same course of study and training, for the sake of the same results. Tuesday afternoon, as usual, was devoted to the exercises of the graduating classes, consisting of thirteen seniors, and seven of the advanced class.

The poem was read by Miss Sarah C. Alden, of Belchertown, and the valedictory address by Miss Mary E. Wilson, of Calais, Me., after which the certificates were presented, with the usual ceremonies, by the Principal.

The valedictory exercises of the Advanced Class followed those of the Seniors, and an address was read by Miss Anne C. Payson, of Peterboro', N. H. The singing of a parting hymn was followed by the presenting of diplomas to this class, who will ever be distinguished by the fact that they are the first and only class of ladies in this country, who have pursued with success so extensive a course of study with reference to teaching.

At the close of the exercises, addresses were made by Judge Kinnicutt of Worcester, Dr. Sears, the Secretary of the Board of Education, and Rev. Mr. Child of Framingham. A large audience was in attendance on both days—among whom the

people of the town were well represented. We observed many present from Boston and other parts of the State. We hope that the reputation of this institution, and its facilities for the training of teachers, will attract many pupils to the new locality, although we fear that a great mistake was made in removing the school from West Newton.—*Boston Journal*.

EDUCATION IN WISCONSIN.

WE have read the fifth annual report of the Superintendent of Public Instruction of the State of Wisconsin [DR. AZEL P. LADD,] with great interest. It contains many valuable suggestions, and cannot fail to exert a favorable influence wherever it is read. The public will be surprised to learn that there are already in this young and growing State 138,278 children between the age of four years and twenty; and the number that have attended the public schools during the year is 97,835. When it is remembered that Wisconsin had been admitted to the Union as a State, within the last six years, it will be conceded that her growth in population and prosperity is unprecedented.

It appears from the Report that Dr. Ladd retires from the office which we should judge he has ably filled. The following is the concluding paragraph of his report:

If during my incumbency of the office from which I now retire, I have felt an interest and a pride in discharging the duties it imposed, it was a laudable interest and a just pride, that were derived from mingling often and freely with the people whose enlightened liberality supports a system of free education, not for themselves but for generations who in future years will wield the destinies of the State. It is my belief that I have not mingled with them in vain, but that I have obtained a knowledge of their wants and requirements, as well as of the object of those efforts which they have put forth in behalf of the youth of the State. Those wants and requirements, I felt bound to present to you with plainness perhaps, but with truth, leaving with you the duty to supply, so far as legislation can supply them; and also, if possible, that a public sentiment may be created, which in its active result will remedy the evils from which the schools of the State now suffer, and render them in the highest degree worthy of the trust and the respect of the people, — monuments of their enlightenment and progress. With these I have seen much that filled me with admiration for the State and the people of the State, of which I am a citizen — much to admire in their

enterprise and intrepidity, which have attacked the forest and it has fallen, which have opened the prairie and it has yielded wealth and plenty, which have entered the earth and dragged forth the treasures that reposed in its bosom. But I have seen more to admire in a spirit of mental progress, in a high zeal for the intellectual and moral culture of a growing race of men and women, in a sacrifice of labor, and time, and present profit, for a rich harvest of good that will be enjoyed in years to come. And in this I have found an earnest and a warrant that the foundation which they have laid for their future greatness and renown, for their ultimate power — the power of a wise and free people — will not be left to suffer from neglect and decay, but that a towering structure will be reared upon it, majestic in beauty and strength, defended by their zeal and reverence, a stupendous memento forever of the love they bear to knowledge and to truth, and their trust in them to preserve their posterity from tyranny and wrong. The fluctuations of politics may not destroy it — the strifes of ambition, of parties, and of men may not shake it. The people are its strength and support; in their hearts are the affection and the pride that will insure its preservation.—*Atlas*.

THE MASSACHUSETTS SCHOOL FUND.

In the Senate of this State, the Joint Standing Committee on Education have reported on the subject of the Massachusetts School Fund, accompanying their report with a resolve providing for its increase by the transfer of such a number of shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars per share, increase the principal of said fund to the amount of \$1,500,000. The resolve further provides that one-half of the annual income of said fund shall be apportioned and distributed for the use and support of common schools, in the manner according to the provisions, and under the restrictions now provided by law for the apportionment and distribution of the income of said fund. All sums of money which shall hereafter be drawn from the treasury by virtue of appropriations made or to be made for educational purposes, shall, except in cases in which the appropriation made by any act hereafter passed shall be otherwise provided for therein, be chargeable to and paid from the other half of the annual income of said fund: *provided*, that if the same shall be insufficient therefor, the excess of such appropriations in any year shall be paid from any moneys in the treasury not otherwise

appropriated. And in case said half of said annual income shall in any year exceed the sums so drawn from the treasury in such year, the surplus shall be carried to the account of the principal of said fund and added thereto, until said principal shall amount to the sum of two millions of dollars. No sums of money hereafter drawn from the treasury shall be chargeable to the principal of said fund. All acts and parts of acts inconsistent with the provisions of this act, are repealed.

From the report we learn that the fund has increased till at present it reaches the sum of \$1,244,285.05. From this sum, however, should be deducted \$19,868.20, unavailable at present, being the estimated value of the interest which the fund has in the Western Railroad Loan Sinking Fund, on account of its shares in the stock of that corporation, leaving the amount of the fund now available, \$1,224,416.85, so that the increase proposed in the resolve is \$275,583.15. The resolve is at present among the orders of the day of the Senate, and will probably be speedily acted upon.—*Boston Atlas*.

PUBLIC INSTRUCTION IN MICHIGAN.

WE have been favored with a copy of a public document published by the State of Michigan and prepared by the Superintendent of Public Instruction, Francis W. Shearman, giving a full and detailed account of the system of instruction and school law in that State. It is in a bound octavo volume of 640 pages, and has been prepared with much labor, industry and method, and reflects no small credit upon the liberality of the government.

The first part gives an interesting history of the origin, progress and present condition of public instruction in the peninsular State, which is shown to be such as to do honor to the enterprise, liberal endowments and public spirit of its State government and Legislature. The second part is devoted to a full explanation of the Primary School law of Michigan. The third part relates to laws respecting public instruction and incorporated institutions of learning. Altogether the publication, and the facts it reveals, are of a most gratifying nature. No State so young as Michigan has ever made such rapid strides in fostering and developing a liberal and noble system of popular instruction, and well may her sons pride themselves upon her success in so good a cause. There are few, indeed, of her sister States who can equal her in the advanced and elevated principles of instruction upon which her highest as well as her primary seminaries are founded.—*Atlas*.

PERSONAL ITEMS.

Mr. Dana P. Colburn has received the appointment of Principal of the Normal School in Providence, R. I. A more judicious selection could not have been made.

Mr. John C. Dore, Principal of the Boylston School, Boston, has accepted the appointment as Superintendent of Public Schools in Chicago. Mr. Dore has long and ably discharged the duties of a public teacher in this city, and he will leave with the regrets and good wishes of all who have had the pleasure of his acquaintance.

We think Mr. Philbrick acted wisely in declining the offer of the appointment which Mr. Dore has received ; for Connecticut, although a very small State, affords as wide a field of usefulness in the cause of education as any of her sister States. If it be true that the Hon. Henry Barnard has resigned the office of Superintendent of Public Instruction in that State, she has within her borders one who will prove an able and a faithful successor. Mr. Barnard has achieved an enviable name among educators : he will leave behind him an example worthy of imitation, and will carry with him the lasting gratitude of the State for whose dearest interests he has done and sacrificed so much.

Mr. Leonard Walker, late Principal of the High School in Walpole, has assumed the charge of the High School in Somerville.

John Emory Horr, Esq., Sub-master of the Cambridge High School, has been appointed Master of the High School in Brookline. Salary \$1,400.

From the following extract taken from the Daily Herald of Newburyport, it will be seen that that city is soon to lose the services of one whose place cannot be readily supplied.

Mr. D. S. Rowe, who has resigned his charge of the Normal School in Westfield, has long maintained a high rank among the able and successful teachers of Massachusetts, and he has done good service to the cause of education in furnishing Massachusetts and other States with thoroughly trained teachers. He has ever maintained a lively regard for the general interests of the cause, and has taken an active part in the meetings which have been held in various parts of the State for the improvement of teachers. It is with deep regret that we announce his departure from the State. The State of New York will hereafter enjoy the advantage of his services. Mr. Wells will take his place.

"We regret to learn that Mr. William H. Wells, the very efficient and popular Principal of the Putnam Free School, who has been at its head from the commencement, and to whose energy, industry and talent it is indebted for the high rank it has attained, which is not surpassed by any English school in the State, has handed his resignation to the trustees, to take effect at the expiration of the present term. The school has been so conducted as to inspire confidence, draw a large portion of the pupils from abroad, and materially advance the educational interests of this city.

"We understand that this resignation is occasioned by an appointment from the Board of Education as Principal of the State Normal School at Westfield. Our loss will therefore be the gain of the State, and a better selection for the place he is to fill could not be made, as he is admirably adapted, not only to preside over that school, but by attending the School Conventions and Institutes, to aid the Board in the western counties of the State. He enters upon his duties at Westfield, in August."

FROM the Semi-Annual Report of the Executive Committee of the Primary Schools of Boston, we learn that the whole number of schools of this class is 195. The total number of scholars is 11,804; of whom 5,483 are girls, and 6,321 are boys. At the date of the last report, the whole number of scholars was 11,902. 1,460 scholars have been sent to the Grammar schools during the six months. Of the whole number of scholars, 7,036 are of foreign parentage; 3,362 are over eight years of age, and 1,544 are under five years; 1,441 attend to sewing. The average of attendance has been 80 per cent. The Committee recommend that plain sewing *shall* be taught in all the schools, every Friday afternoon; a recommendation which we hope to see adopted, as it will obviate the necessity of teaching this branch in the Grammar schools, where the time devoted to it can be more profitably employed. The Primary and Grammar schools of Boston will commence the morning session at 8 o'clock from the first Monday in May to the first Monday in October.

DEATH IN WATERTOWN FROM VIOLENCE.

A lad 13 years of age, died at his father's residence, in Watertown, on Wednesday last. A rumor prevailed, and was generally believed, that his death resulted from his being wantonly thrown down and then stamped upon, by a much larger

and older boy. The latter on making his appearance at school on Thursday, was greeted by his school-fellows as a murderer, and he vanished in double quick time. It is to be hoped that the affair will be promptly looked into by those whose duty it is to attend to such matters.—*Atlas*.

THE ELEMENTS OF ENGLISH GRAMMAR; *so arranged as to combine the Analytical and Synthetical Methods: with an Introduction for Beginners, and various Exercises, Oral and Written, for the Formation, Analysis, Transformation, Classification, and Correction of Sentences.* By Samuel S. Greene, A. M., Professor in the Normal department, Brown University, and Superintendent of Public Schools, Providence.

Here is a book in which the author instructs the teacher as well as the pupil; and his lessons are invaluable. We say this in praise of the book, and not to the disparagement of teachers. No teacher can give it merely a cursory examination, without gaining useful information on the subject of teaching.

From a somewhat extensive use of Mr. Greene's former Grammars, as text-books, we were convinced of their many excellences, and were especially pleased with his larger work, satisfied that it presented to the advanced pupil more ample means for a thorough course in the analysis of our language than had yet been published. This new Grammar combines the good qualities of the former ones, yet it is essentially different;—more original, more comprehensive, more practical, and more interesting as a didactic work.

The author is well known both as a thorough Grammarian and Rhetorician, and as an accomplished teacher of Didactics. Understanding the wants of both teacher and pupil, he has produced a book which will meet those wants. We would ask teachers to examine it minutely, satisfied that our testimony to its excellence will meet the approval of candid minds.

It may be found at the bookstore of Jenks, Hickling & Swan.

The same firm have published a new edition of "Parley's Second Book of History,"—being the Second Book of "History combined with Geography." It contains the Modern History of Europe, Asia, and Africa, and is illustrated with numerous engravings and colored maps, which greatly facilitate the distinctive object of the work,—that of imparting a knowledge of History by reference to the locality of the events. The leading events of the several countries have been brought down to the present time.

EDUCATION IN LOUISIANA.

THE State Superintendent of the schools of Louisiana has recently visited all the different parts of that State, and has published a long report of the results of his examinations, made to the legislature. The report states that in several parts of the State the local directors were found to be "totally incapable of performing this duty, for the very potent reason *that they themselves do not know how to read or write.*" In one parish, the warrant of the teacher on file contained instead of the signature, the *mark* of twelve different directors. In other districts the proportion of the directors who made their mark instead of signing their names was two out of every three. The Superintendent speaks of this state of things as deplorable, and one of which unprincipled teachers do not fail to take improper advantages, and urges that at least two out of every three directors should at least know how to read and write.—*Atlas.*

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

TEACHERS' INSTITUTES.

Lancaster, May 1st—6th.

Athol, May 8th—13th.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 6.] W. C. GOLDTHWAIT, EDITOR OF THIS NUMBER.

[June, 1854.]

THE TEACHER MUST BE CONSCIENTIOUS.*

“That voice of God within th’ attentive mind,
Obeying fearless, or in life or death.”

It is possible that this may seem to many a doubtful theme. We think that it may be made to appear not otherwise than a very important one.

The ground of the uncertainty to which we allude is, that there seem to be various kinds of conscientiousness. With that particular development of this feeling, that brings its possessor into troublesome conflict with the ideas of other, even of good men, at every point, we have little sympathy. For instance, at a certain period in our life, we made an express stipulation before a member of the clergy, that we would henceforth cherish a proper respect for at least one of the gentler sex. We do not acknowledge any forgetfulness of that vow to this day. But our conscientiousness does not compel us to quarrel with every sermon and every prayer, that does not enter into a wholesale advocacy of “woman’s rights!” And yet what reader of this magazine does not know that this particular type of conscientiousness characterizes a whole class, both of men and women, now-a-days? Some persons are too conscientious to be quite happy. There are not wanting individuals, who will kindle up with a most noble glow of indignation at the very sight of the word *male*, lurking among the conditions of citizenship and the privilege of voting and going to Congress. They are bound in conscience to seek reform.

* The Monthly Editor wishes it understood that if there is any heresy or political heterodoxy in this article or number, he alone is responsible for it. The other editors have not a taint of the treason. It is always to be understood by the reader, that, though one editor may be deranged, the “Teacher” is and will continue perfectly sane.

At other times, this "idiosyncrasy" manifests itself in a different way; it takes the form of extreme abolitionism. So long as the blood flows in the veins of a slave, they cannot let the world rest, or rest themselves. Modern institutions and ordinary candidates are deeply tinctured with the curse, and must no longer be patronized. Everybody and everything is contaminated. Say they: Every political organization is troubled with the disorder of Mary Magdalen of old; if they have not seven devils, they have at least one! As we cannot patronize that class of beings to any extent, we must immediately go forth into liberty parties and free-soilism, and vote for those who never walk with a hoof and have not even a taint of sulphur! Such men profess to be the most conscientious men in the world; and for aught we know, they may be. Still we do not like them; we cordially dislike them; and we heartily wish that the next geological period, if not the next census, might find the race (not the men) extinct!

But let no one call us bigoted. Allowing to every one the right to cherish his own views, we merely say that our mode of thinking is somewhat different. We believe, it is true, that the world is essentially wrong; women cannot yet lawfully be voters or Chief Magistrates, (do they wish to be?)—the sons of Ham are still bought and sold and whipped on American soil, with sorrow be it spoken; yet we do not consider ourselves authorized or empowered to arrest the wrong, however much we may wish to; we still "vote the regular ticket"; we hold to all compromises, so long as they are a part of the law of the land; knowing full well that there is iniquity enough at Rome, we still would "render unto Caesar the things that are Caesar's"; we would keep dispassionate and good-natured; "in everything give thanks" for the mercies we have, though evil abounds; and relying far more upon prayer than upon politics or the "extreme unction" of abolitionism, would pray earnestly for the day when slavery and every wrong shall be set fully right.

Having shown some things we do *not* imply in these remarks upon the subject of Conscientiousness, we will endeavor to show what the drift of our meaning is. We mean a noble sense of rectitude, a steady disposition to do right for the right's sake, a strict sense of honesty that would pay the "utmost farthing" and fulfil the last promise if every law were abrogated and legislatures had adjourned for ever! We suppose it was something like this that was referred to in the declaration of the moralist,

"An honest man's the noblest work of God."

It is true the manifestations of this feeling may frequently be connected with regard to public sentiment, in some sense be mere concessions to the force of opinion; so far they are of little worth. But we believe that something like the feeling we

speak of, is innate in many minds. It survived the fall, like an article of furniture or a beautiful vase in the ruin of a great house ; and affords us an intimation of what our moral natures might have been, had we not "in Adam died."

It would be a high compliment to religion if we could say that this trait is always the offspring of that ; but it is not. Many persons in whom religion has had no regenerating influence, are more honest and conscientious than others seem to be even with the help of grace from above. We intend no disparagement to religion, however, in this remark ; for one of the ultimate fruits of piety in every mind of which it takes possession, *will be* the most perfect rectitude ; we only say that this characteristic of a perfect man, and many others, indeed, as tenderness and amiability, are sometimes found where religion never came. The pagans of old, with all their corruption, and without one ray of Christianity, exhibited some noble examples. Such, we conceive, was Aristides,

"to whom the unflattering voice of freedom
Gave the noblest name of Just ;"

such was Regulus,

"thy willing victim, Carthage !" who rather than break his promise, delivered himself into the hands of his enraged enemies and went back to Africa most cruelly to die. His simple word was better than a treaty of the Roman Senate.

Let it not be supposed that we refer merely to *truthfulness* : that term is not sufficiently comprehensive. All teachers will be truthful as a matter of course, on penalty of losing every vestige of their claim to respect. We mean more than this ; we mean a determination to do right ; an all-pervading disposition to omit no duty, neglect no opportunity, slide hastily over no unobserved spot ; but make everything secure and perfect, the unseen as well as the seen.

"In the elder days of art,
Builders wrought with greatest care
Each minute and unseen part ;
For the gods see everywhere."

The trait we speak of, is desirable in every one. It is often remarked, in effect, that an honest boy will always be wanted while the earth wants the sunlight. It is most certain that the want of honest *men* can never be less urgent. In commerce and on the farm, in church and state, sterling integrity, strict fidelity, unsuspected honesty, can never want admirers or employers.

But in the occupation to which most of the readers of this Journal are devoted, these qualities of character are needed not less than in any other calling. Great interests are committed to our care and keeping. Our pupils are to be promoted in minds, in tastes, in morals by our endeavors, or are to suffer in

every part from our neglect. An ever watchful carefulness is therefore needed on our part. But how can such a state be maintained, we ask, unless it be from a conscientious regard to duty, a principle within?

Many men, it is true, are rendered faithful from the thought that they are watched. But it is not enough for us to feel, however salutary that might be, that the public eye is always upon us; for most of our work is unseen; "it cometh not with observation." Nor can it safely be presumed that future time, the acknowledged revealer of secrets, will disclose the full extent of our faithfulness or the opposite; for like the material on which we labor, the effect is mostly mental, and from the very nature of the case, it cannot be surveyed and gauged like masses of wall and acres of ground. It may be hardly less majestic than the creation of starry worlds; but is often as invisible. And even if it were otherwise, there are so many influences engaged in producing the development of a single mind, that it would require a most difficult "resolution of forces" to assign to each one his share of praise or blame. The results of excellent training may be as durable and imposing as the pyramids; but our particular share in those results may, after all, be as undefined and uncertain as the history of the pyramid-builders. So long as the result is acknowledged to be good, the most unfaithful will claim a share of the praise. It is a remark of one of the most beautiful of Roman historians, that it is permitted even to the cowardly to boast in times of victory. But when on the other hand, school-going turns out to be a failure, and this or that lad is declared to be no better for all his draughts of knowledge, we do not usually hear of a very searching attempt to fix the charge of malpractice upon any individual; it is usually enough to shower a mouthful of anathemas upon the craft in general. The charitable verdict at least of every teacher is, as in some other cases, that nobody is to blame!

The disclosures of future life then are not a matter of special dread; and for the present time, we suspect that many teachers expend their efforts "where no man passeth by." It is true the eye of the occasional visitor may steal an insight into the history of a passing hour. Recurring examinations may bring up a few fragments to the surface now and then; but it is much to be feared that examinations aid parents or the public but little in ascertaining what is done, or disastrously left undone in the school-room. They too often misinterpret the original; they are not unfrequently to schools what language is fancifully said to be to mankind, a "device to aid them in concealing their real thoughts!"

But some one may say that there is still a certainty of disclosure, even if the teacher is evasive, for the pupil is always

accessory to the crime. In reply we say: Not always. Pupils frequently know little better what discipline they need, than dying men know what medicine they need. And even if they do, and if they know that a part of their daily allowance of mental food is taken away, they seldom "turn state's evidence" against the teacher; they are, alas! too willing partners to the fraud. If this or that course of treatment saves labor, and is easy, they are generally satisfied. Until manhood overtakes them and demonstrates that they have received no substantial good, they are seldom disposed to upbraid the master for any favoritism or want of faithfulness, that has enabled them to diet on the roots of knowledge without a taste of their bitterness.

Hence we are led to the necessary conclusion that it is left very much to the judgment and integrity of every teacher *how* he shall instruct. How then are teachers to maintain, as they should, a steady carefulness, and feel constrained to make every impression like "a nail in a sure place?" Is a paradigm in Greek a part of the exercise for to-day? who shall know whether it has been daguerreotyped on the memory with faithful accuracy or not? Is it a topic in Arithmetic? who shall know whether every impression has been sharply engraved and the lines of thought carried deep? Is it an idea in science which the pupil is to make his own? who shall know whether under the warm pressure of earnest thought, the adhesion has become entire or not? It is easy for the teacher to feel that a single day's labor is of no great importance, and alas! alas! it is too easy for him to imagine that no critic's eye will ever scan his work in suspicion, no unfriendly hand will ever pass searchingly over the weak spot, no foreign foot will ever walk the chambers of memory and trip on the rough and ill-fastened floor.

We would that there were no occasion for these remarks, and that we had to "draw upon imagination for facts" in sad illustration of what we say. But we are confident that the annals of every school-room, if faithfully kept, and indeed the experience of every school-boy, would furnish instances enough of lessons that have not been learned at all, because not quite learned. The "nail in a sure place" has been often drawn from its fastening, because the inconsiderate or over-hurried teacher forgot to clench it!

Our law does not compel a man to confess his own crime; we need not therefore consume any space in this article in acknowledging what wicked parentheses in duty *we* have personally been guilty of in this matter. But there are no sadder points in our recollections of the blackboard and desk, than where we have committed a class to others, with the request that they might be made perfectly familiar, for instance, with the common inflections of the language of Virgil, or with

some treatise of the classics; or that they might be "brought to an edge" in some place in the mathematics, and have trusted to the repeated assurance that all was proceeding well; and then perhaps near the close of the term have been pained beyond measure to find that the candidates for acquaintance with Cicero, could not even "decline *bonus*"; they could only shake the head, and with every appearance of sincerity, decline the task altogether! And so with the rest. Our grief on such occasions has been quite "too deep in tears;" we could only resolve that we would be less trustful for the future, and write an article for the "Teacher" on the subject of Conscientiousness in the members of our profession!

We suspect that if all the sad experience on this subject were written down, "even the world itself could not contain the books that should be written." In how many of these and similar cases, a little more permanent and hard pressure, a little more faithfulness and patient watching, would have construed these things in the perfect tense, and placed the acquisition beyond the reach of forgetfulness; but now everything is undone because it was only almost done.

We should not be regardful of our text, and we believe not sufficiently regardful of our obligation to those to whom these pages may come, if we did not say, that the best corrective for such abuses will be a conscientious purpose on the part of the teacher, to leave no duty imperfectly done. We do not refer to a *popular* conscientiousness, that regards a duty as well done, when it is discharged merely as well as most others would do it; that is an accommodating and most deceitful standard. Neither do we ask for a conscience that will rest satisfied merely so long as our employers or the public make no complaint. The world is charitable, and such complaints, if they come at all, are wont to come only after the treason has been committed. We ask a steady purpose within to watch over the acts of every hour, to bring every deed to the standard of right, and place the polish of perfect discipline upon every part, the unseen as well as the observed.

It is true, oh, how true! that human endurance soon gives way; and we must often, by reason of fatigue and the stupor of those we train, leave our labors apparently but half done; no faithful man in a day or a life, accomplishes a tithe of what he would. But how powerful and happy will be the effect, if the little efficiency we possess, is expended in the determination, that what is done shall be well done; that, if we cannot make things go right, we will at least protest that they are going wrong. Sometimes we must cry out, like Edmund Burke, "I am for clamor where there is abuse." Oh Teacher! look not quietly on and witness errors and abuses in your

instruction becoming chronic from long neglect. "Move a reconsideration" of your past modes of instruction. See if in this matter and that, you cannot crowd the hitherto acknowledged limits of effort a little nearer to the line of perfection. If you labor with others, or are dependent upon helpers, seek to introduce "joint resolutions" of reform. Aim to secure clear conceptions of what you ought to accomplish. Abandon the idea that silence and conservatism are always a virtue; we would have you, like Hezekiah, long and pray for "peace and truth" in your days; but we would also have you pray for reform where reform is necessary.

If, in the system under which you labor, or in the views of those with whom you are connected, there seem to be obstacles to a favorable change, do not imagine that Conscience obliges you to be unhappy and abandon your place or vocation, because everything will not bend to your will; "fret not thyself in anywise to do evil." Stay where you are, that matters may become no worse. Justify no neglect or wrong, however, by conniving at it; but, in the exercise of the largest charity and forbearance, use a little plainness of speech, and say at all proper times, like one in English history, "I will not be responsible for measures I cannot dictate."

In a word, be conscientiously faithful; be persevering and energetic and decided. Never commit the most unchristian fault of expending all your conscientiousness on large things; let the *moments* of every day spent at your desk be rendered fragrant with duties well done; make every lesson, so far as you can, a "specimen number;" like John Milton, let your care extend even to "the stops!" Seek thus to make every day's labor perfect and entire:

"Build to-day, then, strong and sure,
With a firm and ample base;
And ascending and secure,
To-morrow shall find its place."

Here we might well draw these remarks, already too long, to a close; we have said enough to try the patience of the reader, if not to convince him. But we must be indulged in a few words more. The conscientiousness we have thus far spoken of, might be that of a pagan as well as of a Christian. But our sense of the value of this trait will be greatly enhanced, if it may borrow some rays of sober beauty from religion, as well as from morality. As we have seen, men are sometimes honest, and we believe conscientious without being pious. But this conscientiousness is after all only toward this world and man; duties to our Maker and to the future world are left entirely out of the account. Hence a morality, built upon such a foundation, is at best of doubtful currency; its chief merit

can never lie in its perfect consistency. It will not, even to satisfy hunger, cheat Dives of a dollar; but at the same time it will defraud God, during every moment of life, of what mountains of gold are too poor to buy. It will rank its possessor among virtuous and high-minded men here; but on any other than a pagan code of morals, it will turn him out a hopeless bankrupt hereafter. So in its labors for pupils and others, it will throw the wing of a tender protection over them now; but without one scruple, it will abandon them to merciless beggary in a future state. In other words, it has no *religious* influence to exert.

That conscientiousness that derives its force from the thought that God sees us, and acknowledges the influence of considerations drawn from the future as well as the present, from religion as well as morals, is much more valuable in our esteem. It will be equally, nay, far more certainly, productive of an honest, faithful and self-denying life. It will do no less for discipline; it will be likely to do far more for virtue. While it fits the pupil equally well for earth now, it may employ most hopeful means of raising him to a place in heaven hereafter. No person more than the teacher needs such a principle as this. Every virtue of a consistent and holy life, should appear in him, that it may also appear in his pupils, for it should be their delightful work, not so much to obey, as to imitate.

Of personal piety, however, which may seem to be implied in these latter remarks, it is not our purpose to speak; it would be foreign to the design of this article.

But in closing, allow us to say, that from whatsoever code of morals we borrow the rules of our conduct, the Genius of Education may well ask of every teacher that he be a person of strict rectitude and perfect conscientiousness of character. And oh what room for such a trait will he find in the business of every day! He will need it in deciding how much, (not how little,) of his time and energy he shall devote to his work, in the school-room and out of it; he will need it in conducting every recitation, in deciding how much of carelessness and shortcoming he shall permit, how near to the line of absolute perfection he shall drive the lagging footsteps of ignorance and folly; he will need it, also, every day of his experience, in administering the government, and above all, in maintaining in himself a blameless morality of life.

We can boldly say, therefore, not only that every teacher should have a faithful Conscience; but that he is unfit for a teacher, who has it not!

“In a too much indulged body there ever dwells a too much neglected soul.”—*John Flavel*.



ARCHBISHOP FENELON.

DURING the preparation of matter for this paper, a friend has sent in a Number of the Princeton Review, with a leaf turned down to an article upon the life and writings of Fenelon, whom all good men revere. The following extracts will not be unacceptable.

"Francis de Salignac de Lamothe-Fenelon was born of an ancient and illustrious family, at Périgord, in France, on the 6th of August, 1651; was called to preach the gospel at an early age, and as Abbé spent twelve years in presiding over the institution of "New Catholics." In 1682 he was employed in the distant province of Poitou, as missionary; in 1689 appointed as preceptor to the Duke of Burgundy; then was engaged in a warm controversy on the subject of Quietism; and was removed by death on the 6th of January, 1715." But it is as a *Teacher* that our readers will be mostly interested in Fenelon.

"An event, to him entirely unexpected, suddenly brought him to the Court, changed his destiny, and elevated him to a station on which seemed dependent the hopes and happiness of his country. Louis XIV, perceiving that the time had arrived when his grandson, the Duke of Burgundy, required the care of a governor, made choice of the Duke of Beauvilliers."

"No sooner did he receive the appointment as Governor of the young prince, than he nominated Fenelon as his Preceptor, a nomination that was confirmed by the King, commended by Bossuet, applauded by France. The royal grandsire said, 'We give to you a son,' and the whole nation added, 'Return to us a father.'"

"Fenelon felt deeply the responsible office to which he was called; from the letters which he wrote on the occasion, we learn how fully sensible he was of the fearful undertaking; of his need of a judgment for distinguishing; and an authority for controlling, which few possess; of a patience and a perseverance which he was never before called to exercise. His pupil in his moral qualities, was far from being promising. He was proud and capricious, tyrannical to his inferiors, and disobedient to all who would control him; furiously impatient, and incapable of enduring the least opposition; at times so intemperate in his rage, that it was feared he might expire under the paroxysm of passion. With such unhappy traits of disposition were united astonishing powers of intellect, and such extent of knowledge as had never before been seen in one of his age. Such was the youth that was the heir-apparent to the crown, and expected to

reign over a great and enlightened people ; such was the youth committed to Fenelon, to be trained, corrected, and reformed. Any other preceptor would have been discouraged, but he despaired not. He brought to the undertaking, great intellectual powers, a finished education, unusual wisdom and prudence, and above all, the graces of a decided Christian. It would be interesting, had we time, to enter into details ; to show what care, attention, and patience, were employed ; what skill was exerted ; what varied and delicate means were used in the education of this child, this prince, this heir of the throne of France. The more we examine his method of forming the mind and heart, the more are we convinced that it is a model of a perfect education."

"It is generally known how the child was treated, when he broke forth into intemperate rage. All observed a profound silence, his governor, his preceptor, the officers and domestics ; they asked no question, they gave him no answer ; they carefully removed everything by which he might injure himself or others, they looked upon him with tender pity, as upon one whose reason was alienated, and thus left him alone to his own reflections, regrets, and remorse. In these circumstances, he would return to himself, and see and feel his folly and his crime. By the use of all these means happily combined, by the continual exercise of the authority of the tutor, mingled with all the tenderness of a father, Fenelon succeeded in gradually subduing his pupil, and calming his impetuous passions."

"One means he employed with great success. Knowing the liveliness of children's imagination, and the peculiar vivacity of that of his pupil, he laid hold of it as the instrument of affecting the heart ; assured that the images then imprinted would be far more effective than the clearest or most forcible reasoning. Those interesting FABLES, still in existence, he composed for this purpose ; written with a natural elegance that is agreeable to the ear and taste of a child, and with a moral not vague nor indeterminate, but so particular that the youngest reader can make the application. Who can read the "Young Prince and Somnus," "Bacchus and the Satyr," "The Nightingale and the Linnet," "The Bees and the Silkworms," "The Medal," "The Fantasmagorie," and others, without perceiving some folly which the prince had committed, or some virtue which he particularly needed ; without recognizing the mirror in which he looked and saw his deformity, and from which he turned away with aversion and disgust ? It was by such means, by conversing familiarly with him, by appealing to his honor, by engaging at times in his innocent sports, and converting his amusements into study, by seizing the favorable moment to make an impression on a mind that could easily understand, and a

heart that could sensibly feel, that he obtained over his pupil a complete ascendancy, and implanted within him the principles of virtue."

"In instructing his mind, a mind of uncommon clearness and strength, he was equally judicious and persevering. Here he had everything to encourage him; for his pupil had as much avidity to possess knowledge, as a capacity to receive it; he had an eager curiosity to know everything, and a desire to be profound in everything he learned. He instructed him thoroughly in the Greek and Latin classics, explained the authors which they read together, showed where there were difficulties, how they could be overcome, drew his attention to the beauties continually occurring, the delicacy of the expression, the vivacity of the narrative, the force of the imagery."

"As he advanced in life, and was instructed in history and philosophy, Fenelon prepared other works for him. Among these, was *DIALOGUES OF THE DEAD*, written with the ease and grace that characterize his other works, in which are introduced all the distinguished characters of ancient and modern times, who, by their rank and actions, have influenced the destiny of nations, or by their talents and learning, have left a name celebrated and distinguished. As the young prince advanced to manhood other works were prepared for his benefit; among them, though not published till several years afterwards, was *TELEMACHUS*."

"But during this period, was the *religious* education of the royal pupil neglected? No! To this Fenelon directed great zeal and attention, preached frequently before him, and in conversation, often dwelt upon a subject which he felt was useful for kings, as well as for subjects. Besides these advantages, the Prince was obliged to study his preceptor's "*Treatise on the Existence of God*," a work which had been prepared for some years, and which was originally prepared for the Duke of Orleans; but which was now put into the hands of another prince for his instruction in religious truth."

"It is a work that presents a convincing argument in favor of the existence and perfections of a Supreme Being, derived from the knowledge of the material world, and in part, from the knowledge of man; a work, in which the author thoroughly searches the argument, and maintains it upon principles of the most exact philosophy, while at the same time, he lowers and adapts it to the most ordinary capacity; a work that shows us, in every part of the universe, design, uniformity, a workman wise and almighty, a providence that rules over all."

"The book must have been familiar to Paley, and probably suggested his great work on the same subject."

"While the preceptor was thus assiduously laboring for his beloved pupil; while he desired him to ascend the throne of France, with all the virtues of Christianity, and all the knowledge necessary for the government of a great people, he was not disappointed; the most signal and striking results attended his method of instruction; the Prince became completely changed in character and conduct; he became mild, benevolent, kind and courteous; more than this, he became truly pious."

But our readers will be interested to learn the succeeding history of the distinguished pupil.

"He seemed to promise all that Fenelon desired; his subjects regarding him as a father, looked for happiness under his government; the nations around anticipated the general happiness in which they too would participate, and rejoiced in looking forward to the period when he should be sole monarch. But death, that destroys so many projects, came, and blasted the hopes of all. When Fenelon heard of his dangerous illness, he wrote; 'I fear for the sad destiny of the Dauphin. If God is not displeased and angry with France, he will recover; but if his fury be not appeased, we have cause to dread for his life; the Lord hath long stricken us, as saith the prophet, and his hand is stretched out still.' He heard of the news of his death with the most lively sorrow, and yet with perfect resignation; he wept like a disconsolate father, and yet submitted like an eminent Christian; he cried out, 'If I could restore him to life by turning a straw, I would not do it, for it is God's will. Now the ties which bind me to earth are broken, and those which unite me to heaven are strengthened. O! what suffering does true friendship produce!'"

"Thus fell, in the prime of life, at the age of twenty-nine, the Duke of Burgundy, whose death caused many tears to flow, whose name is to this day mentioned with emotions of tenderness. With him terminated the expectations of France; with him were crushed the fond hopes of the man of God, whose prayers could not avert the divine judgments."

PERFECTION. Perfection is not merely in large things. A person visiting Michael Angelo said to him, "You have done but little since I was here." "By no means," replied the sculptor, "I have re-touched this part and polished that. I have softened this feature and brought out this muscle. I have given more expression to this lip and more energy to this limb." Said his friend, "All these are but trifles." "It may be so," replied the sculptor; "perfection is made up of trifles, but perfection itself is no trifle."

DICTIONARIES AND NOAH WEBSTER.

THE subjoined extract has been sent to us by a much respected friend, with the request that we would find a place for it in the Teacher. We cheerfully comply, without however entering at all into the "battle of the books," which has been waged between the two rival Dictionaries. Whatever may be true of Dr. Worcester, every person must be guilty of great blindness and ingratitude, who does not acknowledge that this country and our language, and the world indeed, are greatly indebted to Noah Webster. And then the schoolmaster, to which *genus* many of us belong, of course will never forget his obligations to the man that made the spelling-book.

In matters of early spelling, we are free to say that we descended from Noah Webster; we are glad of an opportunity to testify our obligation to him. It is true we have had some sad hours amidst his columns of orthography. Sometimes the master's ruler lent its aid in clearing up sundry doubts we had respecting the spelling of a word. But as it often occurs in human affairs, sunshine has succeeded the storm, and we have now somewhat clearer conceptions of the rules of orthography than we might otherwise have had.

Modes of spelling have greatly changed, and changed for the better, since we wore aprons in the school-room. Still we are not of the number of those who think that *everything* can be made philosophical and sense-conveying, in learning to spell. Nothing is more a matter of sheer memory than many points in orthography. The fact that we spell *piece* and not *peice*; that we have *ie* in *believe* and *ei* in *receive*, hardly belongs to the domains of philosophy; it is one of those fragments of knowledge that the memory can never hang on the golden wire of a *principle*, with other facts of a similar kind; she must hang it on a separate nail in the chambers of thought. In a word, it must be learned by a sheer effort of memory. And whether the pupil knows the *meaning* of these words or not, the difficulty is perhaps equally great. Hence constant practice and incessant repetition are necessary to teach one to spell.

And if the repetition and the practice are sometimes employed without a recognition of the sense, it does not greatly shock our ideas of propriety. The old-fashioned way in which our fathers and mothers "went up" in spelling, has passed into disrepute; "spelling schools" have become a fossil. But we doubt whether any change that has yet been made, will send forth better bred orthographers than were our parents. We have very pleasant thoughts of the long row of pupils across the floor *on the crack*, of the "going up," only however to be sent

down to the "foot," and then re-commence the struggle to roll the stone of Sisyphus to the "head" again! All that is past; but there *we* learned to spell. In the latter day of our experience, Spellers and Definers began to eclipse the glory of Webster somewhat, as the maker of spelling books. This was an improvement. Since then the process of *writing*, as well as spelling, has become more common. But the effect has been, that as we have become more philosophical, we have become less thorough; as we have improved the process and made more to do, we have done it less perfectly.

Speaking of dictionaries, we have a thought to suggest; which is, that every pupil advanced at all beyond orthography and the primary branches, should have an English Dictionary of convenient and portable size, as a part of the contents of his own desk. Spelling is important; but defining is not less so. It is of little use to employ words, unless we know the meaning of words. St. Paul, whose authority on this point is no more to be questioned than in matters of theology, says, "I had rather speak five words with my understanding than ten thousand words in an unknown tongue."

When a doubt occurs as to the meaning of a word, it will be pleasant to the good scholar to know that the oracle that can solve every doubt of this kind, is under the lid of his desk. Does he in writing his composition, hesitate in the spelling of a word, (and who does not?) the friend that can relieve his every difficulty, is never beyond his reach. It will be one of the best aids to good scholarship.

We are great admirers of Webster for heavy ordnance. His dictionary may well be upon the teacher's desk in every school-room, for general reference; but it is too ponderous for common use; the centre of gravity between that and many of our pupils, would lie within the covers of the book. And then at the close of the term the pupil should have a work of this kind, which he can take with him, and with the use of which he has become perfectly familiar by long acquaintance, which of course is not true of the four-inch volume alluded to. For our own use even, we always wish a smaller dictionary lying on the table by our side, both when we read and when we write. For the ponderous service, give us Webster; but for common orthography, our elbows respectfully ask an octavo.

Will Teachers take this suggestion then, and encourage every pupil *to have by his side a Dictionary*? Respectfully represent to the parent that he cannot so well invest a small sum in the future improvement of his child in any other way. For this purpose, without any disrespect to Dr. Webster, we may say, we know of no book that seems so well adapted as "Worcester's Comprehensive Dictionary," a little work which we have long

used, and for which we have great admiration. Its merit is that it is portably small, of convenient shape, and contains everything which for ordinary purposes, the pupil needs to know. It contains the pronunciation of difficult words after the fashion of Walker, which is an advantage; it also contains many foreign phrases and scientific terms. It is altogether the most convenient "vade mecum" we know of. Let every teacher have Webster on his table if he can; but for the present we know of nothing so good as Worcester's Comprehensive for the scholar's desk.

If it be said that it were unwise to have *two* authorities, which differ in some points, we reply, that seems to us of no weight; the instances in which they differ are in our estimation, of very little importance. Perfection is found in no one. But we must give way to the extract mentioned above. The explanatory lines are from the Springfield Republican.

A magnificent volume, containing one hundred exquisite engravings of the finest specimens of picture and sculpture, has recently been issued in New York, the engravings being "sandwiched" with notices, in prose and verse, of American men, literature, art and progress. The first of these notices is the following, rendered peculiarly interesting here, by local associations connected as well with Dr. Webster as with his works:

THE SCHOOLMASTER OF OUR REPUBLIC.—"It seems to be one of the laws of Providence, that the founders of states shall never divide their glory with those who come after them. Moses, Solon and Lycurgus; Romulus, Alfred and Washington, have left none to dispute their fame. So it is with the fathers of learning. The name of Cadmus inspires to-day, the same veneration that was felt for him by Plato. No dramatic poet will dream of usurping the throne of Shakspeare—no future astronomer will lay a profane hand on the crown of Galileo. The world looks for no other Iliad—there will be no second Dante. Daniel Webster has interpreted the Constitution, and Noah Webster left us a standard of the English language which will guide all successive ages."

"The pen is the only sceptre which is never broken. The only real master is he who controls the thoughts of men. The maker of words is master of the thinker, who only uses them. In this domain he has no rival. He stands at the fountain-head of thought, science, civilization. He is controller of all minds—to him all who talk, think, write or print, pay ceaseless and involuntary tribute. In this sense, Noah Webster is the all-shaping, all-controlling mind of this hemisphere. He grew up with his country, and he moulded the intellectual character of her people. Not a man has sprung from her soil, on whom he

has not laid his all-forming hand. His principles of language have tinged every sentence that is now, or will ever be uttered by an American tongue. His genius has presided over every scene in the nation. It is universal, omnipotent, omnipresent. No man can breathe the air of the continent, and escape it."

"The sceptre which the great lexicographer wields so unquestionably, was most worthily won. It was not inherited, it was achieved. It cost a life-struggle for an honest, brave, unfaltering heart—a clear, serene intellect. No propitious accidents favored his progress. The victory was won after a steady trial of sixty years. Contemplate the indices of his progress; for science, like machinery, measures its revolutions. When the wheels of our ocean steamers have moved round a million times, the dial hand marks one. It was so with Galileo and Bacon—their books marked their progress through the unexplored seas of learning. It was so with Webster. When our republic rose, he became its schoolmaster. There had never been a great nation with a universal language without dialects. The Yorkshireman cannot now talk with a man from Cornwall. The peasant of the Ligurian Appenines, drives his goats home at evening, over hills that look down on six provinces, none of whose dialects he can speak. Here, 5,000 miles change not the sound of a word. Around every fireside, and from every tribune, in every field of labor and every factory of toil, is heard the same tongue. We owe it to Webster. He has done for us more than Alfred did for England, or Cadmus for Greece. His books have educated three generations. They are forever multiplying his innumerable army of thinkers, who will transmit his name from age to age. Only two men have stood on the New World, whose fame is so sure to last—Columbus its discoverer, and Washington its savior. Webster is, and will be its great teacher; and these three make our trinity of fame. In publishing the Unabridged Dictionary of the American Language, Merriam & Co., of Springfield, Mass., have rendered its author's name eternal."

"I cannot forbear pointing out to you, my dearest child, the great advantage that will result from a temperate conduct and sweetness of manner to all people on all occasions. Never forget that you are a gentlewoman; and all your words and actions should mark you gentle."—*Lord Collingwood to his daughter.*

"WOMEN govern us. Let us try to render them perfect. The more they are enlightened, so much the more we shall be. On the cultivation of the minds of women depends the wisdom of men."—*Sheridan.*

ARE YOU SATISFIED WITH YOUR PAY?

"Man wants but little here below,
Nor wants that little long."

It would be difficult to preach a fashionable discourse from such an unfashionable text. The hardest points in John Calvin's theology would be less unwelcome to most; if for no other reason, from the fact, that theological matters look forward to a future state, in which unfortunately most men acknowledge no very deep or personal concern. Anxiety respecting such things is to the great mass, usually not very distressing. But the doctrine suggested in our motto, is a matter of personal and everyday concern. It looks so directly towards self-denial, that the most skilful demonstration of it will probably meet with only a frigid dissent.

The idea of "getting more" is completely ingrained into the feelings of mankind; it is evidently a plant indigenous to the soil. It grows with our growth; as one says,

"As if increase of appetite had grown
By what it fed upon;"

What is satisfactory this year, is frequently found to come short the next; the Irishman is contented with a scanty fare of oat-meal and potatoes in his native isle; but he no sooner crosses a half dozen meridians towards the setting sun, and becomes the owner of a pig, than he learns to scorn the offer of "a dollar a day, and board himself" with as much apparent indignation as a good patriot scorns the thought of treason. As in the story of the Roman Sibyl, the demand rises as the bargain draws towards a close.

It is so everywhere. It is even hinted that heads that carry a great deal of theology, regard a call of Providence with much more favor, if it is accompanied with a "handsome offer"; and it is said that they esteem their chance of doing good as much greater, if their situation is modified by the adjective lucrative, as well as laborious. But this may not be so after all; we only give the common report. We *do* know, however, that in most other professions that minister to the disorders of humanity, such ideas are very prevalent; so that in the vernacular tongue of every place we have as yet visited, an unqualified "*doing well*," appears to mean simply growing fat on good pay!

To repeat the caption of our present article, we ask you, teacher, Are you satisfied with your pay? Probably not. There is no class of persons so small as those who are perfectly satisfied with their lot. The moralist speaks of the race to which we belong, as never *being*, but always *to be* blest. We have heard of a man who publicly offered a large estate in fee

simple to any one who was perfectly contented with his condition. It was not long before a claimant appeared. The generous patron of all contented people, asked him if he was perfectly contented with his lot; the reply was of course not otherwise than in the affirmative. Well then, says he, what do you want of my farm? He was therefore perfectly safe in making the offer; his uncommon generosity could never cost him more than the price of the advertisement.

Respected Teacher, we ask again, Are you satisfied with your pay? We will dispose of the "first person," by saying for ourselves, that we really want more pay! Our necessities have grown with our means. In construing the phrases of life, no words have given us so much trouble as "*opus* and *usus* signifying need!" We began to follow the chalk in the red school-house at fifteen dollars a month and boarded ourselves; and as that was the first time we had converted our wits into the common currency, we thought the pay was large; and really we have never been so well satisfied with our compensation since. The more we have had, the more we have wanted; our "sins and debts" have been a trouble to us all the way through life. Still we must have the frankness to own that we have been paid much better than we deserve. Whether a kind Providence, that has always taken care of us, will see fit to vote us another gratuity in addition to what we now have, remains to be seen.

For others we cannot so well speak. Many teachers are well paid; some, we think, may possibly receive more than they earn. The world commits such mistakes sometimes; but sins of that sort are probably neither very numerous or aggravated. In our cities, school-keeping "sustains fair prices;" teachers there have every reason to be satisfied with their lot. Indeed we suspect it would be improper for us to disclose the amount of salaries, which many receive in and about the capital of Massachusetts, or all the country schoolmasters would, in the words of Cowper,

"Crowd the roads, impatient for the town!"

In our villages, the case is different. Many are respectably paid, it is true; but there are some, nay, many faithful servants, standing at the posts of the doors of knowledge, who receive far less than they earn. They sow the seeds of wisdom for so small a stipend and under such disadvantageous circumstances, that the sight of the "cracker man" or a peddler's wagon holds out very strong inducements to desert. We are sincerely sorry for all such; we wish we could give them a higher appointment. But in our inability to do so, we can only refer them to the committee on unpaid claims, and sincerely hope their case will be favorably noticed.

But we apprehend that the cry of distress issues mostly from those schools where females are employed. The world seems

niggardly in the extreme, in its pecuniary appropriations to woman; and perhaps it is wisely ordered that it should be so; for if that sex were as well paid and prosperous in the single state as reformers would have them, it may be, they would never decline the verb *To Love*, with such easy and graceful emphasis as they do now. Nevertheless this has always seemed to us a matter that needed reform, and we plead for woman's rights decidedly, till this abuse is corrected. It would seem that the same work performed by the weaker sex equally well as by men, ought to be as well paid. And we believe that it may be set down as one of the indications of reform, that the compensation of female teachers has been raised throughout most of the Commonwealth. Still, it is a well authenticated fact in Massachusetts, (and other States are not more free from the reproach,) that women have kept hunger at a distance at less than "a dollar a week and boarded around." And it has been handed down by tradition that some enterprising districts have expected their instructresses to split a meal of victuals, if not bisect a night's lodging, to make the board come out even! If there are any teachers employed in this or a similar way now, they should at once be handed over to the Humane Relief Society; as objects of pity they certainly stand next to Sir John Franklin.

But we confidently believe that the reproach is in a measure, passing away; and though teachers as a class are not paid as they should be, their compensation is far more respectable than formerly. The time is fast approaching, if not already come, when good teaching will command good pay.

Perhaps we have treated this subject, which is really a matter of sober concern to many, with less sobriety than we ought. But we cannot close this train of thought without adding a few considerations of a practical, and perhaps to some a painful, nature.

First; In the cry of too small pay, it must not always be taken for granted that the blame is wholly on one side. They are common maxims, that it requires two to make a bargain, and that every story is good, until another is told. Perhaps teachers have sometimes in their vanity over-estimated their merit, and it is very possible that the much defamed community has paid them all that their service was really worth!

We remark again, that perhaps the same amount of talent and enterprise in other kinds of business would not have made progress towards wealth any faster than here. We have as much vanity as a teacher ought to possess, and as much pride of profession; but we will not attempt to conceal the fact that in some instances, surprisingly little tact and intelligence have been exhibited in connection with the ruler. It has long since

acquired the force of a proverb, that talent and skill will command success; but we find no promises of competence and wealth to the opposite qualities anywhere. We have seen teachers,—and if we remember correctly, have “cried at the sight,”—who in our opinion received all they were worth. They had never expended a shilling in qualifying themselves for the work; they seemed to be walking illustrations of the idea of the poet,

“A little knowledge is a dangerous thing!”

Their chief merit evidently lay in their perfect orthodoxy; for they believed with Solomon, that to “spare the rod” was to “spoil the child”; and as one says, they “thinned the forests all the way down from Vermont” in demonstrating their belief! The increasing light of this century, however, put a very emphatic period to their vocation long ago. We would always speak well of the dead; but we have no idea that they left any unsettled claims upon the world for insufficient pay!

Again: It may be at least a comforting, though perhaps not a palliating, thought, that the world has never been in the habit of rewarding labor according to its real merit. The standard of its *prices*, as well as of its *morals*, needs reformation. We know some persons who never spent a dollar upon their education, and whose sole business is to disseminate whips and cigars over the map of the world in a small wagon, who receive more compensation than the most fortunate teacher we wot of. They could outbid the wealthiest clergyman in Western Massachusetts and supply half a dozen pulpits every Sabbath, with their weekly pay! So in ancient times this abandoned world had the same peculiarity, though perhaps in a more exceptionable way; buffoons dwelt in courts, saints dwelt in caves. There was a strange propensity to construe benefactor and malefactor in the same case, as we read near the close of the gospels. And if by a special dispensation of charity, earth’s best heroes have escaped crucifixion, it has been too often only to be handed over to starvation;

“Seven cities fought for Homer dead,
Through which Homer living begged his bread,”

and begged it without receiving it, as we have too much reason to believe. So if teachers, after the most ample services, should be neglected and underpaid, they at least are in good company.

Still it seems to be generally true in these times and places, that merit will have its reward. Hence we might sum up what we have to say farther to teachers on this subject, in one short sentence: *If you wish more pay, make yourselves worthy of more!* Be not willing to teach this year, with the same quali-

fications as you did the last. Remember that he that would lead others forward, must progress himself. Improve your leisure hours. It is a remark of Dr. Johnson, that he that would become familiar with the best use of the English language, must give his days and nights to the study of Addison. So it may well be said that he that would excel as a teacher, must give his days and nights to the work of self-improvement. Mend every defect of education or manners; seek every possible excellence; gather increasing stores of knowledge on every subject within your reach; discipline your intellect; refine your taste; control your temper; "covet earnestly the best gifts;" be more and more conscientious and devoted in your work, and we believe you will in the end be, not only loved and respected, but competently PAID!

A RESPECTFUL SUGGESTION TO SCHOOL COMMITTEES.

THE Massachusetts Teacher is in some eminent sense a State Paper. It is authorized and issued by the State Association of Teachers. It is conducted and sustained by a large board of Massachusetts teachers, and may be supposed to express the sentiments of Massachusetts men upon the subject of Education. Is it too much to say that it should be sustained by Massachusetts patronage?

Still this Journal struggles hard for a respectable existence. The Editors have the delightful consciousness that they are working simply for the common good. The first dollar has not yet been disbursed for matter to fill these pages. Nothing would surprise a member of the Editorial corps so much as to hear that an appropriation was to be made for his relief; but alas! the only place where editors are mentioned after their election, is in the "deficiency bill." And even our worthy Publisher is no more than competently paid for his services, and perhaps without complaining, he might say, hardly that. The fault does not seem to be that teachers are generally unwilling to subscribe and pay; but they are deeply imbued with the democratic doctrine of short terms and frequent rotation in office. Does the "Teacher" pay its monthly visits to a subscriber in a certain district this year? the next year a new incumbent is in office, who, though a successor, is not a subscriber. Unless an agent pays him a special visit, he never knows how much he loses by not receiving our paper. But the price of subscription is too low to enable the Board of Finance to sustain agents; that class of persons are never so self-sacrificing as Editors. Hence our list is constantly falling off.

Now we wish to say to Districts and Committee-men that *they might well subscribe for the Teacher* and make the little mite a part of the contingent expenses of the year. Then let them say to the candidates for employment: We will give you so much and the reading of the *Massachusetts Teacher*! We are certain that such a course will never ensure poorer instructors, and we are really persuaded that they will become better while in office! How many districts will try the cheap and hopeful experiment? Will all teachers who are now subscribers, and are soon to leave their present field, press this matter upon the attention of the Committee and District? We shall then have what we now feel the want of, a more permanent subscription list, and more teachers would have what one in another State says all *live* teachers need, the reading of the "*Massachusetts Teacher*."

COURSE OF STUDY

PURSUED BY THE ADVANCE CLASS AT THE STATE NORMAL SCHOOL, FRAMINGHAM (LATE WEST NEWTON.)

Extract from the Semiannual Report of the Principal to the Visiting Committee of the Board of Education, made March 23d, 1864.

I SHALL also have the pleasure of presenting to you to-day, an advanced class of seven pupils, who have completed a full term of three years of study and training, with special reference to the wants of the High Schools.

The importance of training a small number of pupils for the office of principal or assistant teachers in these schools, has been long urged upon us by School Committees and teachers in these schools, and becomes still more pressing when it is considered that there are already 64 Public High Schools, supported by taxation in the State—that this number must very largely increase—and that the towns not only feel that these have equal claims on the patronage of the State with the lower grades of schools, but demand and expect that their claims be recognized, if nothing further, in these State Institutions. It was with reference to these facts, that nearly four years ago, the Board authorized us to form and instruct classes who should pursue a three years' course of study and training.

The first advanced class graduated July, 1852. Their course was of necessity to a great extent an experiment, for there was not then in the country, and never had been in any institution, a protracted, liberal, thorough course with these objects in view, and conducted on what were felt to be the true principles *here*, for females. On this account, every step in the progress required to be made with extreme caution, and every movement was watched with a most anxious solicitude.

In the case of the second advanced class, whose term of three years was completed Nov., 1853, there has been more system possible, and on the whole a better progress has been made.

As at present arranged, the advanced class is made up of graduates who have honorably and successfully passed through the course of four terms, and who, under the instruction, disciplining and testing of that course, have given us such proof of intellectual ability, of aptness to teach, and of those moral and other higher qualities of mind and heart, as to abundantly justify the expectation of great and commensurate usefulness.

It would be impossible, without overstepping the limits proper for this report, to describe in detail the principles which have guided their instruction and training. It may not be out of place, however, to give an outline of the strictly literary part of their course.

The term of three years includes the undergraduate course—the advanced class of to-day have studied with special reference to general development and culture, and to qualification for the High Schools—a critical and extended course in English literature—History and its philosophy, ancient and mediæval—Mental Philosophy—Geology—Natural History in many of its branches—Astronomy—the Latin language—the French language—Constitution of the United States and of Massachusetts—Algebra—Geometry—Trigonometry—Conic Sections—Analytical Geometry—the Calculus, Differential and Integral—Logic—Reviews in the more elementary studies,—and neither *first* nor *last*, but constantly in some form, the theory and art of teaching; so that whilst these grand studies have been pursued, each and every one has had a professional direction, and been pursued rather as means for an end, than as intrinsically valuable merely. It will be seen that this course includes the most important, and the most severe studies of a college course. In English literature it is more extensive and valuable; in history also; in pure mathematics it is the same course pursued at Harvard University.

Of the comparative practical cost of these pursuits, and the zeal and thoroughness with which everything has been mastered, it perhaps becomes those who are familiar with our colleges and who have witnessed the five or six examinations of this class to speak rather than me.

That this course is *perfectly* adapted to the wants of the high schools, that it does not require and will not receive essential modifications, I do not for a moment contend. So important a measure cannot be perfected at once. It is just possible that I may have been influenced a little by the fact that a rich and liberal State, the patroness of the agriculturist and the artisan, the professed cherisher of learning and of all seminaries of

learning, which has with noble generosity poured its gifts into college treasuries, would not deem its funds misapplied, if a few, a *very few* dollars at most, were expended in bestowing upon some of her daughters higher educational privileges than the most of them have ever yet enjoyed, but which are only equal, if so much, to what she lays at the feet of every one of her sons. That a State which would pledge ten thousand dollars from its coffers to investigate the cause of the potato disease, would not think it amiss if a very small sum were expended in endeavoring to test the ability of the female mind to grasp and pursue with success the high studies of which *we*, favored in sex, boast that we are capable, and thus settle the question of far more importance than the Dead Sea exploration could ever be. We all perfectly understand the general opinion of men in regard to the inability of the female sex to pursue the higher, the abstruser sciences with success; here and there among them a sun has risen in glory, or a bright meteor flashed across the sky, but I call your attention to those to-day, who by the repeated testimony of your own number have grasped even the highest reach of pure mathematics in our universities with marked success, and *that* under a woman's teaching—who have done only what thousands of women in our State can equally do, give them but the opportunity,—who shall not appear with you on 'change, jostle you at the hustings, or berate you from the forum; but who shall all the better comprehend woman's divine mission; who shall the more perfectly perform the work which God has so evidently assigned her.

I have spoken of the *money* expended. I need not have made the allusion, for after a careful consideration, I am fully of the opinion that not only does such a class pay the small addition of labor which it requires, but leaves the school greatly the gainer. In an institution like ours, where classes succeed each other so rapidly, and the entire body is changed in a little more than a year, the influence of a small number of pupils intimately acquainted with every law and custom, thoroughly imbued with the spirit which we seek to promote and perpetuate, and possessing the confidence of the teachers, cannot be fully appreciated by persons not conversant with the business of the school. Having themselves completed the undergraduated course, they furnish a *corps de reserve*, whence assistance may be secured in every emergency. Finally, they are an ever-present testimony to the success which attends rightly directed labor, and a standing argument in the school against discouragement and inactivity.

“ Self-love is not so vile a sin as self-neglecting.”

HAMPDEN COUNTY ASSOCIATION.

THE semiannual meeting of the Hampden County Teachers' Association was held at North Wilbraham, on Friday and Saturday, the 12th and 13th of May.

The meeting was called to order by the President, C. P. Barrows, Esq. A lecture was delivered at this time by J. M. Emerson, A. M., of Springfield, upon the subject of Mathematics. The principal topics were the Importance and Beauty of Mathematical Studies—the Present Neglect of such Branches, a Sketch of the History of Mathematics, and some pleasing statements with regard to different systems of Notation. This was followed by a discussion of an hour upon the mode of producing a Symmetrical Development of the Mental Faculties, when the Association adjourned.

At half-past seven o'clock in the evening, a full audience convened for the purpose of listening to a lecture on the subject of the Progress of Astronomy, by W. H. Wells, of Newburyport, Principal elect of the Westfield Normal School. The lecture was occupied mostly with the ancient history of astronomy, and closed with the dawn of modern discovery. At the close of the lecture motion was made that the Committee on the subject of Prize Essays report; they did so, through the Secretary of the Association, L. M. Scott, Esq., and Essay marked "D," was announced as the one which had won the prize of \$20.00. An envelope containing the name of the successful competitor, was then opened by the Secretary, before the audience, and A. Parish, Esq., of Springfield, was declared the author. Motion was made and carried, that the Prize Essay, on the subject of the Mutual Relations of Parents and Teachers, be read by the Author. Although the hour was late, the audience listened with evident interest and attention. The Essay was an excellent one.

At half-past eight on Saturday morning, the Association convened. Motion was made and unanimously carried, that the Executive Officers secure the printing, and dissemination through the county, of the Prize Essay, at the expense of the Association. Some further discussion ensued upon the subject of the previous afternoon,—the Symmetrical Development of the Mental Faculties. Remarks were made with regard to the Massachusetts Teacher. It was cordially commended by several speakers to the attention and patronage of all present. At nine o'clock the Association listened to a Lecture from A. Parish, Esq., upon the subject, Man designed to be Educated. At the close of the Lecture the Association made expression by vote, of its thanks to the several gentlemen who had favored the occasion with Lectures; to the people of the place for their

kindness in providing entertainment; to the teachers of the Wesleyan Academy for their kindness in throwing open their rooms; to the several railroad companies for facilities afforded. It was also voted that the Executive Officers of the Association be requested to prepare and cause to be printed in script, a letter to the School Committees of the county, respectfully requesting them to permit teachers in their several districts and towns, to attend the next meeting of the Association, and aid them in attending, if necessary. The meeting was one of interest and profit to those present. The number from abroad was quite large. We noticed several teachers and friends of education from other counties. The teachers and a large number of the students of the Wesleyan Academy were in constant attendance; this fact secured large and pleasant audiences at the several sessions of the Association.

VALEDICTORY.

Referred to on page 190.

With timid step, kind friends, I come,
To tell you that our task is done.
Before you I could scarce appear,
Were not familiar faces here,
But no uncourteous critic fearing,
I ask from all indulgent hearing.

And now, before our grateful eyes
Behold a Library arise!
Well filled with books of solid worth,
The noblest treasures of the earth.
Here many a Lexicon we view,
And huge Encyclopedia too;—
Euclid and Herschel and Laplace,
Who gravest heads will oft harass;—
And Ovid, with his strange vagaries,
And Julius Cæsar's Commentaries,—
Which those well skilled in classic lore,
Will take delight in conning o'er;
And e'en the Master, too, may deign
The *hardest* to peruse again:
For books that put *us* on the rack,
To teachers are but nuts to crack.
Homer and Virgil to them sing
Like blue-birds in the early Spring.
They talk of Alpha, Beta, Gamma,
And prize a musty, old Greek Grammar,

As we the violets of May,
 Or a long, sunny holiday.
 But there are those, we must confess,
 Would be content with something less;
 And, if the truth they dared to say,
 Would choose a legend, or a lay.
 Perhaps, in time, our recreation
 May be study in vacation;
 Consider the affairs of Russia,
 Or doubt the politics of Prussia;
 But now, methinks, we should be brighter,
 For "Bleak House," or the new "Lamplighter:"
 Something we need to wake our senses,
 After dull moods and duller tenses,
 Or we, perchance, might learn to hate
 The dictionary, too, and slate.
 So I would ask one little shelf
 For those as foolish as myself,
 Where Dickens, and Sir Walter Scott,
 And Irving might be ne'er forgot;—
 That we sweet Nell might still bewail,
 Or listen to a Christmas tale;—
 Or an enchanting sail might take
 With the fair Lady of the Lake.

O ye, who, high on Learning's hill,
 Now calmly rest, and muse at will,
 Do not, 'neath Truth's unclouded ray,
 Forget the darkness of our way:
 Sometimes we find the road so rough,
 We fain cry out, "'T is quite enough."
 Sometimes we stumble, and each brain
 Is dizzy when we rise again;—
 And then, excuse me if I say it,—
 But if 't is true, pray duly weigh it,—
 The poor old stage in which we rumble
 Is full and hot, and so we grumble,—
 And wish the wise ones far ahead
 Would grant us a *new coach* instead,
 Well built, well warmed, well aired, and neat,
 That Pegasus, with willing feet
 May take us to the summit fair,
 And let us taste the fountain there.

Dear friends, accept from all, through me,
 Thanks for your cordial sympathy;
 And, praying blessings like the dew
 Abundantly may fall on you,
 And peace in every bosom dwell,
 I bid you all a kind farewell.

Resident Editors' Table.

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|--|---------------------|-----------------------------------|
| GEORGE ALLEN, Jr.,..... <i>Boston.</i> | } RESIDENT EDITORS. | ELBRIDGE SMITH, <i>Cambridge.</i> |
| C. J. CAPEN,..... <i>Dedham.</i> | | E. S. STEARNS, <i>Framingham.</i> |

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE next annual meeting of this Society will be held in Providence, R. I.; the sessions will commence on Tuesday, the eighth of August, and continue three days. Bishop Potter, of Philadelphia, Rev. Dr. Wayland, Pres. of Brown University, and other distinguished gentlemen will lecture. Full particulars in regard to the meeting will appear in the July No. of the Teacher.

We deem the appointment of Providence as the place of meeting quite auspicious. No city in New England can present stronger attractions; and the fact of its being the seat of a noble and time-honored University, will heighten the interest of the occasion.

President Wayland, who, we understand, will give the introductory lecture, acceded to the office of President of Brown University in 1827; thus the period of his incumbency is longer than that of any president of any of our colleges, with the exception of that of Rev. Edward Holyoke, who was President of Harvard College from 1737 to 1769. Under the auspices of Dr. Wayland's Presidency, the University has attained the highest rank among the collegiate institutions of the United States. Thoroughness, which in some institutions of learning is, we might almost say, ignored, or left to the option of the student, is here a matter of constant concern; and we assert that, in this respect, it approaches West Point more nearly than any institution in this country: as a consequence of this, its sons make the best of educators.

The school system of Providence has long been a model for imitation.

The atmosphere of the place, and the cordial invitation which has been extended to the Institute by the citizens of Providence, afford presages of a successful meeting.

A MODEL TOWN.

WEST ROXBURY, Mass., with between three and four thousand inhabitants, appropriates this year \$8,300 for the support of schools. This amount, together with the income from the Eliot Fund, from which the Eliot High School is supported, reaches

the sum of \$10,600; being more than \$16 a year for each pupil. Will she not stand at the head of the list? The salary of the Principal of the Eliot School has lately been raised to \$1,500, and of the Grammar Masters to \$1,200 and \$1000 respectively. The salary of the highest grade of female teachers is \$400. We may here add that the town raises this year \$6000 for roads, although its area extends in no direction more than four miles.



NORMAL SCHOOL AT PROVIDENCE, R. I.

DURING the two winters last past, a school has been sustained in Providence, for the preparation of teachers. It was established by the efforts of Prof. S. S. Greene, Superintendent of Schools in that city; and Messrs. D. P. Colburn and Arthur Sumner, in connection with Prof. Greene, were employed as teachers. This School has hitherto been a private establishment, but at the close of its last session, the people of Providence and the City Government were so thoroughly convinced of its utility and efficiency, that the latter, with great unanimity, voted a liberal sum for the maintenance of a Normal School for the use of the city, of which Mr. Colburn was appointed Principal, and Mr. Sumner, Assistant. The new establishment is to be kept in the commodious building erected for the previous school. We congratulate the people of Providence upon the happy auspices under which their Normal School commences its career. Mr. Colburn enjoys a wide and enviable reputation as a teacher, having for a number of years been employed in teaching in the Bridgewater Normal School in Massachusetts, and since leaving that excellent institution, as an instructor in Dr. Sears's Institutes, and as teacher of mathematics in the Lancaster Normal Institute. He has also been much employed as an Institute instructor in other States. Mr. Sumner, although comparatively young in his profession, bids fair to become a highly successful member of it. Both of these gentlemen have enjoyed the privilege of spending some time under the instruction of Mr. Tillinghast, late of Bridgewater, to whose thorough teaching, as well as to the noble spirit with which he animated them in in common with many others, they doubtless owe their high measure of success.

We understand that the State has, since the action of the city, appropriated \$3000 per annum for the support of a Normal School, and it is thought that the School already established may pass under the control of the State.

GO THOU AND DO LIKEWISE.

MR. SLAFIER, Principal of the High School in Dedham, lately gave an Evening Exhibition of his school, with the view of raising funds for the purchase of maps, and works of reference for the use of his scholars. The exercises consisted of dialogues and single pieces, original and selected, in which all the pupils participated. The original pieces were the most successful of all; one in particular by a young lady, a pupil of the school, elicited much and well-deserved applause. The valedictory, a poem, was written for the occasion by a kind lady of the place, and was repeated in modest and graceful style by one of the young misses of the school. We solicited a copy of the piece for insertion in this number of the "Teacher," under the belief that it would commend itself to all lovers of pure sentiment and graceful numbers. It may be found on page 186. The amount of proceeds of the exhibition was about \$125. We deem this method of accomplishing so praiseworthy an object a most excellent one, and have mentioned the subject with the view of recommending the plan. We can see in it no objectionable features; and it is an occasion of reciprocal pleasure and profit.

The citizens of Dedham, at their last town meeting, voted to raise \$6000 for the erection of a new High School building, in place of the wretched apology for one so well hit off in the poem above referred to. This is an evidence of a progressive spirit in the town. We trust that they will reform in two other respects,—raise the salaries of thier teachers, and abolish the district system. So long as Nantucket pays \$700 to her Grammar Masters, and \$1200 to the High School teacher, she can command the services of the teachers in most of her sister towns, without being obnoxious to the charge of violating any of the precepts of the Decalogue. We here openly profess our intention of helping our brothers and sisters to better situations as often as we have opportunity. We say the town of Dedham and many other towns must raise the salaries of their teachers, if they wish to retain their services.

Mr. S. L. Mead, late of Dedham, has been appointed to take charge of one of the Grammar Schools of Nantucket.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its semiannual meeting in Rumford Hall, Waltham, on Friday and Saturday, the 7th and 8th of April ult.

The meeting was organized on Friday, at 10 A. M. After prayer by Rev. M. L. Bickford, of Waltham, the Association

was happily and cordially welcomed to the place by Rev. T. Hill.

The preliminary business having been despatched, Elbridge Smith, Esq., of Cambridge, was introduced as the Lecturer of the morning. The address was an able and beautiful production upon *The Study of the Classics*.

The first hour of the afternoon session was devoted to an animated discussion of the morning lecture. After which, the Association was favored with a Lecture from Rev. T. Hill, Chairman of the School Committee of Waltham. His theme, "Science in the Primary School," was handled in a very interesting manner. The point upon which he dwelt with the most earnestness, was, that *Geometry should precede Arithmetic, and was, in fact, the proper foundation of all real science. Its truths, without proofs, should be taught to our youngest pupils.*

The discussion following the address, turned principally upon the cultivation of vocal music in the public schools.

The evening session was mostly spent in listening to a Lecture and Recitations from Prof. C. P. Bronson, of Boston, after which the Association was adjourned to 8 1-2 A. M., the next day.

SATURDAY SESSION.

The morning business having been finished, the first hour was devoted to a discussion upon "School Government," after which, Richard Edwards, Esq., of Salem, gave an excellent Address upon the "Study of Geography." His main idea was, that children should be taught to map from Nature, and, by the use of relief maps and other devices, we should strive to give them a lively and true conception of the surface of the earth as represented by common maps and globes.

The Lecture having been discussed for a short time, the debate was turned, and the remaining time spent in discussing the merits of the *one session* system in our schools. Some, from actual trial of the experiment in their schools, were convinced that fewer hours of study and closer application, would be more conducive to health and the rapid advancement of the scholar.

The debate having closed, E. Smith, Esq., introduced the following resolution, which passed unanimously:—

Resolved, That it is the sense of this Association, that we derive great benefit from the opportunity afforded us at our meetings for the interchange of professional views, and that we deem it the duty of all teachers to use all proper means to obtain the consent of their respective Committees to attend every meeting of this body.

The hour of final adjournment being near, the Committee on Resolutions, submitted the following, which were also unanimously passed.

Resolved, That this Association is greatly indebted to E. Smith, Esq., of Cambridge, Rev. T. Hill, of Waltham, Prof. C. P. Bronson, of Boston, and Richard Edwards, Esq., of Salem, for their able and instructive Lectures during its present sessions.

Resolved, That the warmest thanks of this body be tendered to the Rumford Institute for the use of their commodious and elegant hall.

Resolved, That the comfort and happiness of this Association have been greatly promoted by the assiduous care and attention of our Committee of Arrangements, and by the very generous hospitality of the citizens of Waltham in receiving us into their families; and that we return to them our most grateful acknowledgments.

The attendance of teachers and friends of education was large, but not *too* large for the generous hospitalities of the citizens, as there were places yet in reserve for others. Why could they not have been there to enjoy them? The good people of Waltham have given ocular demonstration that they are deeply interested in the object and welfare of the Association, and the teachers present will long remember their cordial reception and agreeable sojourn.

The Association has the earnest teachers of Middlesex with it, and it *must* succeed. If the last meeting be a pledge of the future, we may rest assured of the strong sympathy and hearty coöperation of the various parts of the county in which we may meet. It is to be hoped that committee men will be liberal with their teachers, and encourage their attendance, and no teacher that possesses any vitality or true love for his profession should think of being absent. The following gentlemen were chosen as officers for the ensuing year:—

C. C. Chase, of Lowell, *President*.

Elbridge Smith, of Cambridge; S. S. Wilson, of Charlestown; C. E. Hovey, Framingham; Abner Rice, of Natick; S. D. Hunt, of Concord, *Vice Presidents*.

J. W. Hunt, of Newton Centre, *Secretary*.

W. H. Ladd, of Cambridge, *Treasurer*.

A. M. Gay, of Charlestown; E. W. Gale, of Malden; Charles Hammond, of Groton; L. P. Frost, of Waltham; H. Leland, of Newton Lower Falls, *Executive Committee*.

J. W. HUNT,
Sec'y M. T. A.

The following letter deserves a place in this connection, and with the consent of Mr. Hunt, we publish it.—RES. EDS.

FRIEND HUNT:—Rev. Mr. Bickford has just said to me that you asked for information concerning the number accommodated

on Friday and Saturday, at the meeting of the Middlesex County Teachers' Association. There were about one hundred and fifty during Friday night, and over two hundred in all accommodated by our friends. The only regrets I have heard, have been, 1st, that the session was *not longer*; and 2d, that we did not have *more* teachers, as a number of families who were expecting did not receive any company.

Yours, truly,

L. P. FROST.

Waltham, April 10, 1854.

FRANKLIN CO. COMMON SCHOOL ASSOCIATION.

PURSUANT to notice the Franklin County Common School Association held its semiannual meeting in Deerfield, April 25th and 26th,—Rev. P. Smith, *Vice President*, in the chair. Prayer was offered by Rev. William Stowe of Coleraine. The report of the last meeting was read by the Secretary, and accepted. The report of the Committee chosen to revise the Constitution was accepted and adopted.

The Association then discussed the following subject: What can be done to elevate the profession of the Teacher? And what is most needed to be done for the furtherance of this object in Franklin County? The question was opened in a very able manner by H. B. Warriner, Esq., followed by Messrs. Stowe, Whitman, Miner, Jenkins, Lincoln and Slate.

The Committee on awards, reported Prizes on Essays to the following persons:—

First prize of \$5.00, to Miss Maria B. Williams of Deerfield.

Second prize of \$2.00, to Mrs. Harriet D. Boutell of Leverett.

Third prize of \$1.00, to Miss Laura Newton of Greenfield.

Fourth prize of \$1.00, to Miss S. A. C. Perry of Ashfield.

Fifth prize of \$1.00, to Mrs. Almira B. Andrews of Montague.

The remaining Essays can be had on application to the Secretary.

The first and fourth Prize Essays were then read before the Association. After which the meeting adjourned.

TUESDAY EVENING.

The President, Rev. E. Andrews of Montague, in the chair. The subject, "The rights of Teachers in regard to the infliction of punishment," was opened and discussed by F. W. Miner,

Esq., of Greenfield, and laid on the table. The Association then listened to a lecture full of energy, humor and talent, by Dr. Cleveland of Northampton.

WEDNESDAY MORNING.

Prayer was offered by Rev. D. A. Strong of South Deerfield. The second subject was taken from the table and discussed by Messrs. P. Smith, Lincoln, Trow, Bradford, Moors, Warriner and Whitman; after which, Rev. William Stowe delivered an able and instructive address upon the subject, "Mathematics." Voted to hold an afternoon session and adjourned.

WEDNESDAY AFTERNOON.

The second subject was again taken up, and an animated discussion ensued, by Messrs. Smith, Bradford, Lincoln, Warriner and others, and then laid upon the table.

The third subject, Claims of English Grammar as a subject to be taught in our Common Schools, was opened and discussed by Rev. J. F. Moors, followed by Messrs. Warriner, Whitman, Brigham and Ives. The Association then listened to the reading of the remaining Prize Essays.

The exercises were enlivened by the introduction of singing under the direction of Messrs. Wright, Graves and Kinsman. The following resolution was adopted:

"Resolved, That the thanks of this Association be tendered to the citizens of Deerfield for their friendly reception and generous hospitality."

The Association adjourned *sine die*.

D. H. NEWTON, *Secretary*.

Greenfield, May 1, 1854.

HUNTERDON CO. TEACHERS' ASSOCIATION, N. J.

THIS Association was organized, and held its first meeting on the 22d of April. From the account of the proceedings which we received, we should judge that the teachers of Hunterdon County were actuated by a spirit that will exercise a healthy influence in that part of the State. New Jersey is doing much to advance the cause of Popular Education. She has lately passed an act "to establish Teachers' Institutes." Among the resolutions passed at the above mentioned meeting were the following:—

Resolved, That we heartily sympathize with the true friends of the cause everywhere, and congratulate them that it begins to take its proper position before the world; and that we will zealously co-operate with our brethren in our own state to redeem New Jersey from that worse than Egyptian bondage!—the thralldom of ignorance.

That, while we welcome every improvement in the plan of education, and take courage from the progress hitherto made, we desire to remember that every change is not necessarily an improvement; and that we deeply regret the prevalence in our schools of that superficiality — that smattering process — which is the consequence of too great haste on the part of the teachers and parents to “finish the education” of youth.

That we feel the Teacher's profession to be arduous and responsible; and that we believe that any labor, time or money expended in increasing his facilities for teaching, and in rendering him more fit for his duty, is well expended, and will yield a rich return to the source from which it is received.

That we regard Teachers' Institutes as a most important means of increasing the qualifications and exciting the devotion of teachers, as well as of arousing the community to the importance of education, and as peculiarly fitted to do good at this juncture of educational affairs in our State.

That we heartily thank our Legislators that they have passed “an act to establish Teachers' Institutes,” and that we congratulate our fellow citizens upon the wisdom and care for the public interest thus manifested.

The officers of the Association are *President*, John Chapman of Raritan. *Vice President*, Edwin Wright of Clinton. *Secretary*, Geo. G. Shaffer of Bethlehem. *Treasurer*, Edward W. Merritt of Readington. *Executive Committee*, J. B. Thompson, C. R. Daggett, E. W. Merritt.

Teachers desiring to attend the Teachers' Institute to be held in the County in September, are requested to forward their names to the above Committee soon, so that arrangements may be made for their accommodation.

NOTICES OF BOOKS.

THESAURUS OF ENGLISH WORDS, so classified and arranged as to facilitate the Expression of Ideas, and assist in Literary Composition. By Peter Mark Roget, late Secretary of the Royal Society, Author of the “*Bridgewater Treatise on Animal and Vegetable Physiology*,” etc. Revised and edited, with a List of Foreign Words, defined in English, and other additions. By Barnas Sears, D. D., Secretary of the Massachusetts Board of Education. Boston: Gould & Lincoln, 59 Washington Street.

A WORK of this kind has been a great desideratum with scholars. It is not, strictly speaking, a treatise on synonymes, wherein words of similar signification are discussed and nicely

weighed for the purpose of bringing clearly to view their various shades of meaning ; it does not, therefore, enter upon the field which Crabbe, Whately, Horne Tooke, and others have explored. Indeed, the scholar needs not so much a treatise on synonymes, as a complete collection of them, to which, when the memory is at fault, he may resort for such a selection as will best express his idea.

The work of Dr. Roget differs also from a comprehensive dictionary. It is the province of the latter to explain the meaning of words, or to state the ideas which words, as used by different authors, convey. On the other hand, the object of the *Theaurus*, as its name implies, is, from its ample stock of synonymes, and words classified according to their signification, to furnish the exact word or expression for the idea, when, as is often the case, it does not readily occur to the translator, the speaker, or the writer.

Teachers may safely recommend its use to pupils who are in the daily practice of translating from other languages into their vernacular. As a hand-book of reference, it will prove more generally serviceable to them than a treatise on synonymes ; and we believe that it will soon come into constant use by the classical student, and will augment the effectiveness of classical studies as a means of mental culture.

Dr. Sears, in adapting the work to the actual wants of the student by a scrupulous revision, has performed an excellent service in the cause of polite literature ; and the complete collection of foreign words and phrases, which, with much research, he has prepared, and incorporated with the original work of Roget, renders it much more acceptable as a *vade mecum*.

MY SCHOOLS AND SCHOOLMASTERS ; OR, THE STORY OF MY EDUCATION. BY HUGH MILLER. *Boston: Gould & Lincoln.*

Sir David Brewster, in his Memoir of Hugh Miller, remarks, " We wish that we could have gratified our readers with an authentic and even detailed narrative of the previous history of so remarkable a writer, and of the steps by which his knowledge was acquired, and the difficulties which he encountered in his pursuit." This, Miller himself has furnished us, in a work as remarkable for its beautiful descriptions, its chaste and elegant composition, as any that has of late appeared on either side of the Atlantic. The Scotch writers of the present century have proved themselves better masters of the English language than the other side of the Tweed can produce ; and the works of Hugh Miller will do much to perpetuate their fame. A poor mechanic, self-taught, has in his life-time risen so high as to

have Sir David Brewster for his biographer, and Agassiz to superintend the publishing of his celebrated work, "Footprints of the Creator." What a lesson to teachers and students!

We have received copies of the above works from Messrs. Ide & Dennet, 106 Washington Street, whose fine collection of maps we had occasion lately to speak of. For their many favors we thank them. Their complete assortment of school-books and school implements is well known among teachers.

A HISTORY OF GREECE, from the earliest times to the Roman Conquest, with Supplementary Chapters on the History of Literature and Art. By William Smith, LL. D., Editor of the "Greek and Roman Antiquities," "Biography and Mythology," etc.

For the re-publication of this work on Grecian History, we are indebted to Messrs. Jenks, Hickling & Swan. It is a volume containing about 650 pages, duodecimo, and is bound in a style that for beauty of finish and for strength, will justify its comparison with any school-book that has yet appeared from the press.

As to the internal character of the work, it gives what it purports to, a clear and accurate account of the most recent results at which modern scholars have arrived. It contains on its pages numerous maps of the different districts, thus enabling the scholar to read without having his attention constantly withdrawn to a separate work for the purpose of carrying the locality in his mind, together with the historical narrative. It contains also plans of battles, views of public buildings, of works of art, &c., which will render it, as a history, more useful, more intelligible, and more acceptable to the general reader.

THE FIRST CLASS STANDARD READER. By Epes Sargent, Author of the "Standard Speaker."

The excellence of the latter work will serve to draw attention to the former, and from a perusal of it we feel that it will not disappoint expectation. It is published by Phillips & Sampson, and is for sale at Ide & Dennet's, 106 Washington Street.

PAYSON & DUNTON'S SYSTEM OF PENMANSHIP. Crosby, Nichols & Co.

This series of Writing Lessons is comprised in six books, one designed especially for ladies. The authors have introduced some improvements in their late editions. The copies are now engraved upon the top of the page, instead of being upon

separate sheets, attached to the covers. This arrangement is preferred by most teachers.

Payson & Dunton's books have become popular, and are regarded by many as the best in use. They are well worth an examination.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

A WORD FOR THE BOYS.

Who is respected? It is the boy who conducts himself well, who is honest, diligent, and obedient in all things. It is the boy who is making an effort continually to respect his father, and to obey him in whatever he may direct to be done. It is the boy who is kind to other little boys, who respects age, and who never gets into difficulties or quarrels with his companions. It is the boy who leaves no effort untried to improve himself in knowledge and wisdom every day; who is busy and active in endeavoring to do good acts towards others. Show me a boy who obeys his parents, who is diligent, who has respect for age, and if he is not respected and beloved by every one, then there is no such thing as truth in the world. — *Hingham Gazette.*

THE

MASSACHUSETTS TEACHER.

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WILLIAM L. GAGE, EDITOR OF THIS NUMBER.

[July, 1854.]

MENTAL CULTIVATION AMONG TEACHERS.

“Stationary: fixed, not moving, not progressive.”—NOAH WEBSTER.

WE may talk as much as we will of the external hindrances to successful teaching, such as badly ventilated school-rooms, ill-arranged and ill-adapted text books, unappreciating pupils and censorious parents, but after all, the main hindrance lies in ourselves. We are too stationary; always inciting our pupils onward, we ever remain fixed ourselves; ever holding up the motto “*excelsior*” as the watchword of life, we ourselves refuse to obey its injunction.

Now to make ourselves and our profession respected, we must partake in the general movement around us. We must not be content to see men of all other occupations ambitious to perfect themselves in the work of their hands or brains, to rise and keep rising, with some position of honor ever before them to stimulate them onward, and yet allow ourselves to be mere passive spectators: “our brethren are already in the field; why stand we here idle?” Our profession has no culminating point; there is room in it ever to ascend, and continually to gain new spheres of influence, fresh footholds of power.

We would not be understood by these remarks to imply that there is any want of earnestness to be deplored; we do not believe that the teachers of Massachusetts are lacking in zeal. But we do think that there is much power squandered, much force spent in the wrong direction. There is no class of men who toil like earnest teachers. Imagine a minister with an excitement equal to that of preaching one day in the week, extending itself over

six, and that not for three hours of the day, but for twice that number. How long would he live under it? But this the zealous teacher does; and if he does not have his nervous system strung to the highest tension, and his whole action glowing with unabated fire, he is, forsooth, *sluggish*, *indifferent*, and worse than both, that stinging word, *moderate*.

We have been convinced by a short but satisfactory experience, that consuming zeal in the school-room, is a most unsafe agent for the teacher to employ. We have been theoretically convinced of this, we would say; though how speedily we may be able to take advantage practically of this truth, remains to be tested. It is so agreeable to the American teacher to see the motion of the rail train, and the electric telegraph imitated on the highway of education; it is so consonant with the American rapidity of accomplishing everything, to hear the quiet drawl of the old fashioned school superseded by the tingling snap of modern method, that our Massachusetts teachers must be permeated by a strong principle, if by any, whose tendency shall be to draw them from the path of those who make a shortened life the price of their ambition.

It was but a few days since that we were conversing with an eminent teacher of the State, when he in a quiet way mentioned some plan for mitigating the labor of the school-room, and did it in such a manner as to convey the impression that he was looking forward to a serene old age. What! thought we, can it be possible that any teacher takes thought upon such an unworthy subject as how long he may prolong his days? Strange to say, the thing had never occurred to us before. The excitement of the school-room had seemed to us as absolutely precluding the thought of long life, and not only had we never speculated upon the probability of arriving at the threescore years or the possibility of the threescore and ten, but we had even considered forty as a limit of considerable uncertainty. The teacher to whom we refer will read these words; and to him we would give our public thanks for suggesting what may be new to other teachers than ourselves, that we are to take some thought for the morrow, in this respect at least.

Now if it be wrong to squander our lives as many teachers do,—and we are sorry that the professional teachers of Boston are by no means to be excluded from the number,—if it be wrong to entertain feelings which every earnest young teacher without doubt harbors, and which, if expressed, would be this—"I will gladly give my life to promote my scholars' good;" if it be wrong to forget that we are entitled to a calm old age, a peaceful descent from active life to the grave, then it becomes us to see how we may rise to the same height to which consuming zeal would carry us, and yet retain our health, our quiet and our happiness. Zeal

will secure a teacher influence and repute, if it be seconded by even a moderate share of learning and prudence ; it may and almost certainly must, if allowed to run into the frenzied excitement of some school-rooms, send the teacher to an early and soon forgotten grave.

Our profession must not be stationary ; it must be progressive. And if we consult for our own comfort, and come to the conclusion that we overtask and make martyrs of ourselves to no good purpose ; if we at length determine that we will do so no longer, but will claim for ourselves what we would readily grant to others, the blessing of a protracted life, then it becomes us to devise some method to still sustain our influence, to enlarge our power, and still to point onward to success. And that method must be to go forward in our mental cultivation. We say mental cultivation purposely ; the teachers of Massachusetts are deservedly far better known for their morality than for their intelligence. They cannot well help being moral ; they are, if we may speak freely, exposed to no temptation. But how little real mental cultivation is there among us. We read the papers, it may be ; we peruse with intense eagerness the great works of fiction ;—we say great, because we have too much confidence in the intellect of the Massachusetts teachers to suppose that they honor the trashy novels of the day with their perusal ;—we take some slight interest in the scientific discoveries of the time : but we do not study ; we do not toil with our brains ; we do not educate ourselves, though we are the educators of others. We stop just where we were when we left school or left college, and then complain that our profession does not stand second only to the clerical.

But one teacher may say, "I work so hard in school, that I have no energy left to enter upon such additional toil as you would impose." To such we would say, Squander less energy in the school-room, and increase your scholarship. The great reason why teachers are so fearful of committees is because the latter stand in no awe of the attainments of the former. Let our teachers become learned men, and they need have no fear that unless they tax their energies to the severest exertion the "report" will dispose of them with but a word of qualified praise, or with many of unqualified censure. Our teachers are not wise in that they know these things not. The really able teacher is not always the one who drives the work of his school-room, as a steam-engine drives one of Hoe's fast presses ; but the one who, being "apt to teach," has the most principle, the most manliness, and the highest attainments. Let our Massachusetts teachers realize this ; let them feel that they must educate themselves while they educate others ; let them be the scholars of the State, equally distinguished for their piety and for their attainments, and we will venture to predict for the profession, honor,

love, a ready granting of all the auxiliaries which may make the life of the teacher less burdensome, and a speedy withdrawal of all those exactions upon our nervous energy which neither committees, parents, nor children are entitled to demand, and to which we yield only with the sacrifice of our manliness.

SCHOOL READERS.

THE race of school Readers is becoming extinct, and if there be any one thing for which the friend of thorough scholarship may be thankful, it is for this. Patchwork knowledge has not only been the order of the day, but the order of the years. From the Columbian Orator and English Reader to the First Class Book,—from the times of our grandfathers to those of our children, the harvests of superficial knowledge have been immense, and we gladly turn to any plan which shall fill the mental granaries with more substantial though less bulky and less showy results. To root out the evil we conceive to be the great mission of High Schools; and in the contest now waging between them and the Academies, we are almost constrained to toss up our cap and hail with a shout the return of systematic scholarship and a mental growth untrammelled by superficiality.

Which is the best field for discipline, an Ohio Academy where Phrenics, Chronics, Theotics, Epistatics, Geotics, Technics, and Cosmics receive an equal share of attention, or an unassuming Massachusetts High School, with its simple Mathematics, and no display even of that? Give me a school where every scholar can explain the entire theory of Vulgar Fractions and of the Division of Decimals; can elucidate by common sense or algebraic proof every rule in Arithmetic, from Interest to Banking; can read well a hundred lines taken at random from *Paradise Lost*; explain the grammatical construction, the allusions to ancient mythology and ancient geography; can give the derivation of the most prominent words, and the meaning of all; who manifest perfect familiarity with Plane Geometry,—and I ask not for Phoronomy or Graphics, Hylology or Polemics. *These*, as they are commonly pursued, promote not mental growth but mental dissipation. They no more satisfy the demands of a healthy expanding intellect, than titbits from a French cook can subdue the appetite of a voracious Yankee farmer.

Now school Readers, as our generation and as the few generations past know the term, deserve to be classed in the same category with these unsuitable studies for schools, and to be as heartily condemned. They do not furnish information, for no author has

time to fairly embark on his subject, before he is summarily dismissed; they do not interest the scholar in eminent writers; how can the young more than others be expected to be interested in men of whom they see so little? And from the constant perusal of short pieces in the Reader, the pupil imbibes a relish for short paragraphs, and a distaste for any thing elaborate, admirably in keeping with the superficial tendency of the American nation.

The best thing that can be said in their behalf is that they afford variety of style, but it is a variety purchased at a fearful cost. Most persons get their knowledge and all their knowledge of English literature from their school Reader. But what would a classical scholar say of an acquaintance with Greek and Roman literature presented in a book like the Readers of the day? Rather what would he not say? What would be forcible enough to condemn it?

The compendium of English Authors by Cleveland is a great step in advance of the old system. The pupil who may use this book under the guidance of a judicious teacher may lay it down at the close of his school days feeling that he knows something of English literature, and with some admiration of English genius. He has the materials to make the acquaintance of Milton and Shakspeare, Cowper and Goldsmith, limited though the acquaintance may be. And better is this by far than to lay aside the budget of patches which our school Readers are, and feel that the object gained is simply the mechanical execution of the art of Reading.

But even such a compendium as the one named is not the Ultima Thule in this direction. We must use the entire, un mutilated works of genius. Readers may suffice for the tyro, but for the scholar of awakened powers, we need a work which shall call forth his admiration, and give him an almost tangible feeling of sympathy with his author. For that reason I would place in his hands a tragedy of Shakspeare, the Deserted Village and Traveller of Goldsmith, an Oration of Webster, or, better than all for such purpose, the grand old Paradise Lost; from these and others, I would select the one best adapted to my pupil's capacity, and then hope for large results. Expense is no obstacle in this matter. When copies of Milton can be purchased for two dollars a dozen, why should our scholars starve on the dribbets of our reading books? Not all schemes of reform find it so easy to build up as to pull down. Not so with this; and among the rational reforms of the present day, one is imperatively called for which shall give to our scholars, while engaged in the study of elegant literature, the feeling of satisfaction resulting from "something attempted, something done."

MANUALS FOR SCHOOLS.

ONE great source of perplexity to those concerned in the work of education at the present day is the multitude of new school-books that crowd the market. The trade, especially in this vicinity, is in a flourishing condition. No trifling part of its profits arises from the sale of books to supply our schools. It matters little whether the books are really wanted: a spirited advertisement, guarded by a long file of mercenaries in the form of testimonials, opens the way for an agent, and the agent brings the business successfully to a close.

Notwithstanding the great variety in the style and completeness of our text-books, practical teachers, if we may judge by their complaints, find it very difficult to get such as will suit their purpose. Trial after trial is made: the work which was ushered into the schools as the long sought masterpiece, after a short time is condemned, like its predecessors, to make way for the next publication. Is the fault in the books and their authors, or in the unreasonable requirements of teachers?

It is clear enough that too high expectations are often formed. No book can supersede the necessity of having a living teacher: nor can any one rely upon text-books alone to secure his scholars against wasting their time, and what is worse, spoiling their minds by loose, lazy habits of thought. Yet it is not strange that too much dependence is placed on books in teaching. We are confidently assured that this method or that will save nine tenths of the time: another will inject the young mind in a trice with all the sciences and half the arts in a sort of dilute solution: is it not then natural to be a little intoxicated with the hope of improvement, and a little spleeny when it fails?

Books are often thrown aside as worthless, because they have not given satisfaction when put into the hands of scholars for whom they were not intended. Mistakes of this kind often occur in country schools. Committees, learning that a text-book has been approved in city schools of a certain grade, adopt it, overlooking all distinctions, perhaps, indeed, half ignorant that any exist,—and then repent at leisure of their unlucky choice. Cheapness, too, has something to do with the matter.

If the question were put to the teachers of this Commonwealth, *What excellences should a faultless school-book possess?* a majority of them would be more sorely puzzled to answer it than they are disappointed in their search for such a work. Among those who have a clearly defined theory of teaching,—and their number is not great,—there is much diversity of opinion. The question must first be settled, What is the best method of instructing the three classes into which the minds of our pupils naturally divide themselves, namely, those of average capacity, those above average, and those below?

Sound philosophy, to arrive at principles, crosses the field of facts. Whatever be the theories in regard to teaching, the practice may be observed; and it will present, in the schools of New England at least, substantially the same features. The custom is to put a book into the hands of the scholar, assign him a portion for study, and afterwards examine him in the text and the subject. His task is prefaced by no familiar introduction or commentary; he is expected to vindicate his claim to a future place among independent republicans, by mastering, unaided and alone, the lesson assigned to him. The system is emphatically one of recitations. The method of teaching by lectures, or by familiar discussion between teacher and learner, followed by recitations from a syllabus, though it is said to have been used with success in many of the German schools, is among us little understood and seldom practised. Instead of being taught by his instructor how to study, the scholar is left to learn, by disheartening experience, perhaps too late, this lesson, the first and most important of all. He is made to feel the necessity of preparing his recitation; to secure that end, he learns it, not easily by his understanding, but *by heart*. In this way, the minds of multitudes of scholars become little more than mere memories. Rightly enough, the ancients made Mnemosyne the mother of the Muses. Memory is indeed the parent of thought, beyond simple perception, and all its wonderful productions. But memory is not to be exercised or developed alone; besides, it is best improved by cases where facts play a prominent part, as in History, by quickening the imagination, and where laws and deductions from them predominate, as in Mechanics or Mathematics, by disciplining the reflective faculties. Histories, therefore, which are inordinately condensed, become mere jumbles of pictures, serving only to oppress the imagination and enfeeble memory. And in general, books which give simply laws and results, however elaborate their arrangement, are seldom satisfactory to the learner.

Many of our best mathematicians have in this way proved singularly unsuccessful in preparing elementary works. Instead of following the order of discovery, or the natural course of investigation, they give a rigid synthesis of the science, beautiful indeed to the proficient, but dry and perplexing enough to the student.

Elementary books should abound in illustration. Most of the difficulty lies in gaining the proper ideas,—very little in retaining them. Copious illustration does not consist in the repetition of a single one, as the using of fifty examples to illustrate a rule in arithmetic; but in applying the abstraction to a variety of cases, interesting, if possible, and clearly different from each other. For instance: suppose the definition of an ellipse has

been given, and also its equation. The mind comprehends fairly both the definition and the demonstration. If nothing more is done, a short time will suffice with most scholars to remove the impression; leaving only a blur where there should be a clear picture. But let it be added that an ellipse is a section of a cone; that a horizontal beam supported at its extremities, and having a uniform width, is equally strong throughout its whole length, if its vertical section is an ellipse; that this is the curve of the planetary orbits; and besides the other knowledge gained, there will be given so many new guaranties to the faithfulness of memory in retaining the main truths. Such illustrations, however, ought not to encumber the text. This ought to be concise. They may take the form of notes at the end of the work; or better, that of a running commentary on each page.

Serious complaints have been made against the mathematical books used in some of our colleges. Out of every class a few of more than ordinary mathematical capacity, bridge the chasms in the demonstrations; but the majority need more illustration, and an analytical arrangement rather than synthetical. Some of the French works exhibit the natural progression of ideas very perfectly. It is worth while to notice that these are the books which Professors chiefly recommend to their students, and from which many of our own treatises are scarcely more than lifeless abridgments. •

The same considerations apply not only to the mathematics, but to all abstract sciences, to grammar especially. Half the school-books on this subject are full of crabbed rules, everything else being left to the teacher, and the other half so overcharged with examples and repetitions, that the laws of the language ought to be put in an appendix to enable the scholar to make their acquaintance.

English grammar suffers most. The grammar of the classical languages, with their multitude of inflections and therefore complex syntax, is taken as the standard, to which the English must somehow conform. Our language has lost nearly all its inflections. Consequently its syntax should be very simple. What in the classical tongues is expressed by inflections, the whole tribe of particles, interrogative, contingent, indefinite, and the like, is expressed with us by auxiliary words, or by a particular arrangement. To explain the traces of inflection that remain, the shortest and indeed the only proper way is to recur at once to the original language. A dozen lessons in any respectable Anglo-Saxon Grammar will give a class of scholars, if of the proper age for the study of grammar, a better knowledge of English etymology than most of them get in their whole course in the ordinary way. It is proper to observe here, that no teacher, at least of a High School or Grammar School, ought to rest till

he can read the Anglo-Saxon language with tolerable facility. At present, our school grammars are dealing principally with the logic of language. Its history, dialects, capacities and tendencies are left out of consideration. The common notion that he who condenses his matter into the smallest possible space, produces the best school-book, checks every attempt to amplify.

These suggestions are made not as an answer to the question mentioned above, but with the hope that teachers will contribute to settle it definitely from their observation of the wants of their scholars. When we can have a set of school-books suited to all the different classes of learners without depending upon advertisements in the newspapers, teachers will be spared much vexation, and the public a deal of expense.

J. K. B.

VERBATIM RECITATIONS.

THE experience of the past few months has greatly influenced us in favor of verbatim recitations. They have been pursued, we know, with hue and cry; exact quotations from memory of the words of the text-book have been stigmatized as the utter extinction of the pupil's individuality; as tending to repress thought and to produce servile dependence upon the views of others. It is said, the world has been too long ruled by that tyrannous word, Authority; that now the time has come for the mind to assert its individual supremacy. But let us have a care; there are many things true and good already discovered in the range of morals, in the range of thought, as well as in that of pure science, and those we, and those our children, may learn from ages and from men who knew nothing of California gold, but who knew much of the gold of a mental placer.

But we must deny, besides, that the rigid study of the words which authors use, the committing to memory of their phrases as well as of their ideas, has a tendency to produce parrot minds, unfledged intellects. History and biography will not prove it. Look at the lives of the eminent scholars of England, and you will find that there the deepest thinkers as well as the most ready writers are the men who committed most to memory in their youth. It was much of it dry, grammatical detail, but it was also to a great extent the unctuous verses of Homer and of Horace, lines which keep the mind in running order through life. The soul, like the body, grows by what it feeds on; food hastily swallowed, does but half its work; knowledge gulped down, not half.

If scholars commit to memory pages of history, geometry or logic, and the teacher do not discover till too late that they are but partially understood, let him not deride the memorizing method, but despise himself for his want of acumen. Let the teacher be a penetrating, thorough man, and he will not be ignorant whether the knowledge of his pupils is from the tongue or from the brain.

The grand reason why we favor verbatim recitations is because they beget a habit of thoroughness which will bear the test of life. The school-room is not eminently the place where knowledge is acquired, but it is the place where habits are secured. A zealous man will gain more by the careful use of the evenings of a twelvemonth than a school-boy will attain in five years' study; a man who learned at school how to devote his mind to intellectual tasks will acquire the five years' results in the evenings of a single winter. The knowledge which is got at school is not, generally speaking, the working knowledge which the handicrafts require, but the habit of using the mind is what is needed every day, and in every walk in life. Many men there are unable to analyze a sentence, or even to define the parts of speech, who yet speak admirable English; many a man of high standing in the community would stand aghast, compelled to solve an example in Complex Fractions; many men worth their thousands cannot tell whether Matanzas is in the East or the West Indies.

We would not insist, that to the rising generation of New England, a knowledge of the history of Sweden is as important as that of our own country, or that our children should be expected to be as familiar with the details of the life of Julius Cæsar, as with those of the life of Washington, but we do earnestly remonstrate against the practice, so common, so universal in our schools, of *getting* a "*general idea*" of many widely different things. "*Getting an idea*" of history, of grammar, of moral philosophy, yea, of theology, is the bane of American scholarship, and of American piety. The roots of the evil strike in our common schools. Instructors of youth, out with them. Let them no longer retard our country's prosperity. Let the future thorough scholarship of our nation commence in our schools. Dr. Walker, in the admirable address delivered at his inauguration as President of Harvard College, argues that the schools are throwing and must throw the colleges up upon higher ground than they have ever before held. The work is begun. The schools must carry it on. And we hold that there are no more effective means of securing thoroughness among pupils, than by demanding an exact adherence to the words of men who use better words than school-boys, to the thoughts of men who think deeper and clearer than school-girls, and who know better what ought to be learned than any who have not grasped the great

central truth, that all this study of antiquated lore, of dead language, of distasteful formulas, is to shape the mind, and not alone confer knowledge ; to give habits as well as accomplishments, to train up and send forth men of power.

THE ARNOLD SYSTEM.

MANY of the readers of the Teacher give instruction in the Latin language ; some, perhaps, according to the Arnold system, which is a higher Ollendorf method, with more sensible, or at any rate, with less colloquial examples for practice. It is singular that while the system of Ollendorf, with its various modifications, has become thoroughly popular among us, the kindred system of Arnold is so little known and so slightly prized. The fault does not lie in us, however ; there is an intrinsic error in the system. The method in question may give us perfect colloquial fluency ; but it never assures a deep and thorough knowledge of any language in its unity ; here lies its deficiency. We have not forgotten the scourging which the author of "Teaching a science, and the Teacher an artist" has administered to it with the lash of his stinging satire ; nor his eloquent exposition of the patchwork knowledge which it gives when completely carried out. Nor was his severity undeserved.

The great fault in the Arnold system, as all who have employed it must have observed, is the fragmentary character of the principles presented. The verb is not taught with any approximation to an embodiment of its unity. It ought not to be learned at once, with its diverse roots, and variety of termination, yet it is not rational to offer on one page a third person singular, and a dozen or more pages on, a second person plural of the same tense. Yet with such fragments the rudimentary books of this series are filled. Such a thing as a paradigm is not known to the learner till he has arrived at such a portion of the work that he needs them not. Next in magnitude to this evil, is the crude state of the rules and observations. They seem oftentimes to be worded in the most uncouth or unintelligible phrase that could be devised.

But while all of the First Latin Book and the First Greek Book is faulty, with the exception of the examples for illustration with their accompanying vocabularies, these are certainly admirable. I know of no better intellectual exercise for a young scholar, more adapted to give close habits of concentration, persevering search for principles, and watchful observation, than the study of the exercises in Harkness's Arnold. The old edition by Spencer is very faulty. The steps from principle to principle

are often too long to be taken by the young mind, and there is a manifest lack of examples for illustration. The edition by Harkness has, we are glad to see, almost entirely superseded it in this state.

The true way in which this method of which we speak should be made use of is, to allow Arnold's books to work hand in hand with the Latin or Greek Grammar. The exercise of changing English to Latin should not be lost to the learner, nor should he, at the same time, be compelled to commit to memory the barbarous rules to be found on every page of the Arnold text-books. The young student should commence the study with his Andrews and Stoddard in one hand, and his Arnold in the other; every rule should be learned from the former, every illustration drawn from the latter. Let the Arnold be studied from beginning to end; let the grammar be culled of its rules and its paradigms, here a rule, there an observation, here the declension of a noun, there the synopsis of a verbal root, here from etymology, there from syntax, and again, from prosody, if need be. Let the learner's progress in the language be like the slow but thorough erection of a building: as the work rises and proceeds towards completion, wood is drawn from the pile of lumber, mortar is brought from its bed, bricks and stone are laboriously carried to their place, all giving strength and durability; so in the equally solid superstructure of language, let the rules and paradigms be brought in when they are needed and where they are needed, a complete rule and not a part, a complete declension and not a single case, a complete tense and not a third person singular, as Arnold does. Most young persons become disheartened by the first few months' study of Latin and Greek; and no wonder; the application of what they learn lies all in the future; there is nothing to relieve the present drudgery. But by this system, *properly used*, the rules can be applied as soon as they are learned, or rather, they can be learned as soon as they are applied; the scholar, like the house carpenter, sees the value of each block, which has its appropriate place in the general framework.

We are aware that in an article which has interest but to a minority of the readers of the Teacher, we must be brief. Did our limits permit we should be glad to expand the general plan which we have merely indicated above, and to open a short chapter of experience. We would merely say in closing, that for the purposes for which the ancient languages should be studied, to give mental acumen, to give the power of looking after and grasping many things at once, which forms the grand distinction between a capable and an inefficient man, to promote quickness of thought, and, subordinated to all these intellectual gains, to foster a constantly careful habit, we deem the rudimentary text books of Mr. Arnold better than Algebra or Logic, Geometry or Physics, Rhetoric or Botany.

PRESS ON !

BROTHER, do cares and perplexities lower ?

Press on !

Ne'er yield to Despair, even one golden hour ;

Press on !

Press on, falter not ! let thy heart never fail ;

Though troubles may throng thee and doubts may assail,

The high, noble Purpose shall ever prevail :

Press on !

Sister, the seed that thou sowest, dies not ;

Press on !

Rich shall be the reward, though toilsome thy lot :

Press on !

What in childhood is sown, in youth's season will spring,

In manhood its fruit to maturity bring :

Embrace not Despair, but to Hope ever cling :

Press on !

The battle of life must be earnestly fought ;

Press on !

Flag not nor falter in action or thought ;

Press on !

Though thy zeal and thy triumph by bards be unsung,

And thy name on Fame's trumpet not loudly be rung,

Yet thy words shall reëcho distant ages among :

Press on !

TEACHING APPLIED TO THE NATURAL SCIENCES.

EVERY practical teacher in our higher English Seminaries has experienced the difficulty of conveying to his pupils a clearly defined and reliable knowledge of the natural sciences. The difficulty seems not to reside so much in the abstruseness of the topics themselves, as in the proper methods to be employed in bringing them before the scholar's mind. Each teacher has his favorite system of instruction, and regards all others as useless and inefficient. In some institutions the pupils are taught to witness with gaping astonishment the performance of certain brilliant experiments, calculated, if properly introduced, to illustrate great principles ; while in other establishments, less fortunate in the possession of apparatus, the dry details of the text-book are to be committed to the reluctant memory. In the former case, the dignity of a science is of course wholly lost ; the school

room becomes an exhibition of toys, and the advantage of the study is dependent, in the scholar's mind, altogether upon the success of the experiment before him. In the latter case, where visual experience is totally discarded, the cumbersome mass of minutiae soon becomes onerous; disgust is awakened, and this before long gives place to negligence. The great desideratum is this;—some means by which the science to be studied shall first commend itself to the favorable consideration of the student, both as an important branch of mental culture, and as affording information of utility in every-day life. We have afterwards to adopt some method by which the principles of the science shall be carefully investigated and acquired, and as we progress, some mode of experimental illustration, which shall confirm the principles involved, rather than amuse the sense.

The interest which we all attach to a beautiful experiment can as well be of that kind which recognizes a reason and an adaptation, as of that which is objectless and ill-defined. And it is one of the most important duties in the teacher's life to discipline the pupil's mind to an exalted standard in this respect.

With the design of making the study of the sciences, and particularly Chemistry, as useful and entertaining as possible to a class of young ladies, we adopted the following plan of study about a year since, and have found it far more successful than any other which we have seen employed. It awakens, and at the same time satisfies the most ardent thirst for scientific knowledge, and throws the greatest interest around the study. Its chief advantage, however, is the habit of original investigation thus necessarily acquired.

The scholars are first led by conversation to feel an interest in the subject, to free their minds from false prejudices, and see the almost innumerable applications of Chemistry every where around them. Their curiosity is thus awakened, and we may excite that curiosity as far as we judge best. Our class is thus prepared to commence with vigor the study itself, feeling that they have much to learn, and that much study on their part is demanded. The first principles of the science, the theoretical or philosophical portions of the subject are then taught by familiar lectures, and every means of illustration which the laboratory or nature can readily furnish is employed. Each young lady is obliged to take notes of the principal statements and the illustrations, and at the commencement of the subsequent lecture, a rigid examination of the class is held upon the last; and this examination invariably indicates great previous attention and a careful consultation of the various works of reference. In the progress of the study the different chemical substances come before us, and a similar course is pursued, designed to favor, as far as may be, original investigation and self-dependence.

A tabular diagram is placed before the class, embracing the order in which each subject is to be treated. Any member is called upon to commence with some given substance, and the various required particulars are given by others as their names are mentioned. Each point is illustrated as the recitation proceeds. Thus with a table before us containing such a list as this,

1. Name ;
2. Discovery, and Natural History ;
3. Specific Gravity ;
4. Physical properties ;
5. Chemical properties ;
6. Method of obtaining ;
7. Theory of the process ;
8. Relations ;
9. Experiments ;

a very accurate description can be obtained. Great attention on the part of the class is awakened. A very extensive review may be made in a short time, a healthy excitement is thrown into the recitation, and we are convinced that apart from the novelty of the method, greater promptness in description, a greater certainty in remembering, and a clearer understanding of the subject can thus be obtained, than by any method which is not topical in its character.

N. E. G.

TRENCH ON THE STUDY OF WORDS.

THIS is a work of which no teacher should be destitute, who wishes to inform himself with regard to the curious derivations of the most familiar words, who desires to obtain broad views of the nature and functions of language, who is anxious to acquaint himself with the philological discussions of the learned world with regard to the origin of speech and the character of early dialects, who aims at obtaining a luminous exposition of the claims of the new sciences of phonography and phonotopy and an earnest yet candid refutation of those claims, who is pleased with a manly and nervous style, and a most polished diction. It is not a massive, but a most comprehensive work. It has been introduced into a few schools, and is admirably adapted to form the taste and cultivate the minds of scholars of sufficient maturity to appreciate its beauties. As a stepping stone from the studies which comprise ungeneralized facts to those which involve continuous reasoning and speculation, as, for instance, from Geography to Logic, it is unequalled. Let every teacher possess it.

MY FIRST TERM.

CAN any reader of the *Massachusetts Teacher* review his first term's experience without a smile,—nay, without a good, broad, refreshing laugh at some droll upturning of things or persons which took place during that momentous period of the pedagogal existence? For the honor of Momus, I hope not. Warren Burton has told us many things which drive off the sad care and which awaken the old boyish feel, and has drawn pictures which stand out in the boldest and yet the most pleasing relief. But there are hundreds of queer schoolmasters whose portraits have never been drawn, and hundreds upon hundreds of school anecdotes which have faded from memory, which can never be recalled, but which could each provoke the genial smile and stir the sluggish blood.

There are certain elements of the natural character which have a bearing on the first term of the young man or the young woman who at an immature age undertakes the task of instilling Arithmetic and Grammar, Geography and History into undeveloped minds. There is to all the same overpowering sense of responsibility which arises solely from the conviction of incompetency; the same sudden accession of dignity which one feels sits so ungracefully; the same realization of power which prompts the question which your whole demeanor betrays, "What would the world do without me?"

These things render the dawning experience of teachers uniform, unmodified save by the varieties of pupils and the diversities of situation. As country school houses are alike in color and shape and size, so we are tempted to say did the first term of each of my readers accord with that of every other in its main characteristics. What belongs to one in this matter, belongs to all; and it is because this first term is of such common interest, that I shall venture to recall a few circumstances attending my own novitiate in the art of teaching.

What folly it was then and is now to employ a sage of eighteen or nineteen to take charge of thirty rude boys and romping girls, because he can be hired for twenty-eight dollars a month. I fancied I was discreet, and profound, and imposing, with my tall hat, and high heels, and gigantesque dicky. I could talk of the Greek digamma, and conjugate Latin verbs, and demonstrate Euclid; had a perfect acquaintance with the best writers on the mind, but no more skill in tracing or directing the play of a child's feelings, than Patrick Henry had in legislating on matters of finance.

On the second day of the school, the prudential committee came in,—a rough farmer, the soles of his boots more than half an inch thick, his pants retaining enough of the original material

for you to venture a shrewd guess what it was, his frock soiled and torn, and his hat more than half-way to the city of Destruction. His whole appearance would perhaps equal in respectability a first class city wood-sawyer.

I had never met him before, and of course could not be expected to recognize him in his official capacity. Among other civil questions proposed, therefore, there was of course this: "Do you live in the district, sir?" "Yes sir, I live here," was the reply, made in a tone which made me feel that there was a mistake somewhere. "Perhaps you have children in the school?" "No, sir, I have no children in the school." "I shall be glad to find an interest in the school among parents who have no children in it." This remark, which was made, I must confess, for the sake of saying something, was met with a simple and cold "Yes, sir." Then, and not till then, did the thought flash upon my mind that it might be the prudential committee of the district with whom I was holding such ungracious communion. Thus was mistake No. 1 made, and mistake No. 2 followed immediately. Instead of making a single, and a simple, and a short word of apology, I stultified myself by a profuse expenditure of monosyllables, dissyllables and polysyllables, which so far from atoning for my offence but made the matter tenfold worse. The boorish committee-man was not satisfied; the pliant teacher was mortified and perplexed. The lesson to be drawn from the whole affair was, that an attempt to conciliate a rough New England farmer by the forms of politeness could hardly be successful, and that a spirit of manly independence would be more acceptable even though our farmer be clothed with the "little brief authority" of a prudential committee.

In a week or two this lesson, speaking in the manner of pedagogues, had to be recited. The classes had got well under way and were scudding along under a strong breeze. The examining committee, that dread trio of the minister, the doctor, and the leading politician, announced themselves one fine afternoon, without special request, and entered upon their inquisitorial duties. After the preliminary exercise in reading, in which they offered no "suggestions," the geography was brought upon the carpet. For the few days before I had given a half hour each day to the geography of the West India Islands, and in the form of a familiar conversation, I had spoken of the climate, the soil, the productions, the natural curiosities, the principal places, forms of government, character of the inhabitants, and whatever else I could impart about them, conveying the utile dissolved in the dulci, and questioning the class rigidly each day, with reference to the lesson of the preceding. The plan was adapted to the character of the school, and worked admirably. Putting a few general questions to the class, they were answered promptly,

when the minister snuffing a departure from the manner of auld lang syne, remarked in his blandest tone, "You teach Smith's Geography in your school, do you not, sir?" "I teach *Geography*, not *Smith's Geography*, sir," was modestly but firmly replied, and to my great joy was received in the right manner, seconded as the answer was by the promptness of the class. There was no further interference with my methods of teaching during the term; and I believe that with any committee, however bigoted, however wedded to old notions, and opposed to change, an unyielding demand on the part of the really competent teacher to have his claims to a knowledge of his profession recognized, can be in all cases sustained, if ventured upon in a firm but modest manner.

Youth must be the most really Christian season of life: how is it that the young are such ready converts to the doctrines of moral suasion unless it be because, having more native goodness of heart, they are willing to suppose that others are endowed with the same great gift? I was not exempt from the common dreaminess which makes cherubs of rough farm boys and farm girls, and which would always entice them to duty with the honeyed words of a persuasion which they cannot feel yet with its full force; a dreaminess which would debar them from hearing the stern tone of reprimand, which would deprive them of the discipline which the enforcement of law by penalty can afford; in one word, I was an admirer of moral suasion. Blind infatuation, unfortunate delusion! The second week, I was compelled to explain the nature of a right angle, in informing the scholars that on the morrow I should turn a sharp corner in the management of affairs. Let no young teacher, who may have all the confidence in the morality of almost untried pupils that the recorder of this chapter of errors had, ever be led into a disclosal of his confidence in moral suasion on the first day of the term, before pupils one or two years his superiors in age. The reversing of the process, which must come in a few days, will make sad havoc, will redden many an eye, and cause many a palm to tingle.

One week and four days formed my career on the moral suasion principle; on the fifth day of the second week, on the day when the nature of a right angle was explained, and its connection with school affairs was made apparent, half of the school were made to feel the weight of the ferule. A teacher, by working with continued hope and zeal may pass from the ruling by the infliction of physical pain to ruling by drawing forth love; to be able to govern by moral suasion, is one of the great prizes to be sought in our profession. The teacher who begins with attempting it, either is egregiously deceived in himself, or

succeeds by reason of having far more strength, intellectually, and influence morally, than most youths of nineteen can lay claim to.

But no one can be making errors always; the greatest blunders in theology, politics, or general science, occasionally get a glimpse of truth, and deserve credit for it. In this trying apprenticeship to the grand trade of teaching, I was gaining in wisdom, though from painful experiences. In the third week, I took a lesson on the subject of energy and promptness in managing the affairs of the school-room. This was the illustration of the lesson. A youth two years nearer manhood than myself, had brought a pack of cards to the school for obvious purposes. I took them from him and quietly threw them into the fire, and punished him besides. (My delusion with regard to corporeal punishment took flight a week before.) The school-house being built in that approved style for which backwoods school-houses are so famous, was unprovided with a lock to the teacher's desk. On opening the drawer in the afternoon, of course my amazement was not great to find the ruler missing. No teacher with scholars who once or twice a year go to the ballot-box need be surprised to have his ferule become firewood. And so it was plain that the ruler was burnt. If there had been any doubt as to the offender in this case, the eyes of the school resting involuntarily upon the culprit of the morning, would have removed it. He doubtless felt secure. No exasperated summer school-mistress could now send out for a green twig from a neighboring orchard; it was dead winter. To turn him from school would be to give him honor in the face of all those other dignitaries, the large boys in the other town schools, to make a martyr of him in the cause of manly resistance to a master's tyranny. Prompt action was necessary, and it was well for the future comfort of the school that in the teacher, a prompt actor was on the spot. A slate of the largest size was lying on the front row of desks. I took it in my hand, struck it over my bent knee, much to the peril of my knee-pan, and shattered it to fragments. Then tearing the sides apart, and placing the two largest ones together, I had an instrument ready for active service. Going up to him, I took his hand without resistance, and punished him severely. The whole transaction occupied much less time than I have taken in describing it. And the rapidity of the whole movement was so great and the demonstration so unexpected, that the effect lasted for the rest of the term. A more docile boy than he was after this, I have never seen in school.

There is a good deal of archness among school-girls, and it is not unknown to all the readers of the Teacher, that it has in some instances entered into the heart of some indiscreet damsel to entrap the "master" into a pit of trouble from which he could

only escape with an affection of the heart. It is of course entirely unknown to the reader, but it is a fact that the writer is, and has been for many years, oppressed by the painful consciousness that he is to be classed among those unfortunate men whom Homer calls "of ugly countenance." Be it understood too, by the reader, that this consciousness, strange to say, had been forced upon him previous to the time when the events of this chapter occurred. Great was my wonder, therefore, when I saw myself either gaining in interest in the eyes of a young lady some two years my elder, or destined to become the prey of a coquette who would laugh to scorn my ugliness. Now either because my heart was secured in another direction, (the ugliest men have oftentimes a very large heart,) or because of natural unimpressibility or stolidity, I was in no danger of becoming a victim. In no sense was the affection "reciprocal."

The school was planning to take a quiet excursion by carriage to a neighboring pond, and of course the teacher was the first invited. I had no thought of not going with my school, till it was reported to me that Miss Sophonisba, if that were her name, had declined two or three very excellent invitations for the pleasure of her company. Thus it was apparent which way the cat was jumping. Pretty soon came the distinct tone of a rumor that she was waiting for an invitation from the teacher, and next that she had expressed herself to that effect. I was reminded of the anecdote of the English cook who objected to being married in a certain style of bonnet, because "what would the whole world say?" That same infatuation, or something very akin to it, seemed to possess the amiable Sophonisba. So to bring the delusion to a termination at a blow, I ordered my horse and chaise in good season, but made no announcement of my plans with regard to dividing my happiness with any fair maid who called me friend as well as teacher, till the morning of the proposed ride. Meanwhile the situation of Miss Sophonisba was certainly not growing in interest, and on the evening before the day of rejoicing her words had made much town talk, which to an ugly man is exceedingly distasteful. On the morning in question I pounced upon a full-grown *boy* for my companion, and was content to endure his stupid commonplaces during the day for the sake of the excellent disposal it made of rather an aggravating matter. Miss Sophonisba was fain to retract some of her late denials, and like Shylock in the play, if she could not have the pound of flesh, to have the best which was left. Poor girl! fate seemed adverse; the young men had looked elsewhere, and were now in a state of contentment, with companions who were satisfied with the first asking; and, she poor lady, of the mature age of twenty and one, was obliged to travel in a large open wagon, taking upon herself the

responsible charge of promoting the happiness of sundry little girls, not old enough to have the satisfaction of being attended by even one beau for the company. I will not say that I did not enjoy myself that day, to the hardness of my heart be it spoken.

There are a hundred such things which it would do me good to write, and I hope would not harm the reader to hear. But I forbear. Most of the teachers of Massachusetts forget that to the Teacher any articles are acceptable; I will not forget that short ones are doubly so.

A WORD ON EDUCATION.

IN the present state of society, when schools are so common, and education is so much talked about, there are too many who notwithstanding the years which they have spent at school, have only a superficial knowledge of the most *common* branches of education; for while they have *studied* nearly every thing, they have thoroughly learned comparatively nothing.

To meet the wants of these superficial scholars, in almost every State fashionable seminaries are established, which resemble a variety store, where one can buy everything, from a penny-whistle to a spy-glass, or even a telescope; there, the pupils are taught everything, from Greek to the simplest kinds of embroidery, from geology to music: and thus being compelled to seek a variety, acquire only a little from one thing, and still less from another. Thus they come home with what *they* call a "finished education," and it were well if their literary attainments should be labelled, "This side up with care," for if any one a little wiser than they should attempt to question them, they would soon show the brittleness of the contents.

In this time of progress a young lady is considered as making no advancement in her education, unless she studies, at the same time, German and Italian, algebra and astronomy, singing and painting, dancing and drawing, composition and crotchet work, together with being able to execute well on the harp and piano; and as the consequence of this, there are now few thoroughly educated women, but many smatterers. They have so much to occupy their minds, that they forget almost always to-day what they learned yesterday; having undertaken too much, they lose as fast as they gain.

One who can spell and write his own language correctly, or who has entirely mastered one thing, whether mathematics or whatever else, has a more solid education, and will be more likely to succeed in life, than one who can jabber bad French, or

conjugate incorrectly, verbs in a dozen different languages, whether living or dead, and who consequently is not a proficient in his own tongue.

A scholar who has been brought up on a thorough system, knows what he is talking about when he talks ; says what he intends to say ; by it he has learned to discipline his mind ; has obtained clear ideas, can write sensibly and correctly, and if, in any of the duties of after life, he is called upon to make a decision in any peculiar circumstances, he can think accurately, because his mind has already been trained in the right way ; he holds the clue to a labyrinth of knowledge, and has the capacity to study properly. Such a one is easily distinguished from the imperfectly educated man, who, to use the words of Bolingbroke, "rattles on as meaninglessly as an alarm clock."

M. H. W.

THE MOTHER OF LORD BACON, AND AN ENGLISH LADY'S EDUCATION IN HER DAYS.

LADY BACON was doubtless a lady of high cultivated mind after the fashion of her age. But we must not suffer ourselves to be deluded into the belief, that she and her sisters were more accomplished women than many who are now living. On this subject there is, we think, much misapprehension. We have often heard men who wish, as almost all men of sense wish, that women should be highly educated, speak with rapture of the English ladies of the sixteenth century, and lament that they can find no modern damsel resembling those fair pupils of Ascham and Aylmer, who compared over their embroidery the styles of Isocrates and Lysias, and who, while the horns were sounding and the dogs in full cry, sat in the lonely oriel, with eyes riveted to that immortal page which tells how meekly and bravely the first great martyr of intellectual liberty took the cup from his weeping jailer. But surely these complaints have very little foundation. We would by no means disparage the ladies of the sixteenth century or their pursuits. But we conceive that those who extol them at the expense of the women of our time forget one very obvious and very important circumstance. In the reign of Henry the Eighth, and Edward the Sixth, a person who did not read Greek and Latin, could read nothing or next to nothing. The Italian was the only modern language which possessed anything that could be called a literature. All the valuable books then extant in all the vernacular dialects of Europe would hardly have filled a single shelf. It was therefore

absolutely necessary that a woman should be unedecated or classically educated. Indeed, without a knowledge of one of the ancient languages no person could then have any clear notions of what was passing in the political, the literary or the religious world. The Latin was in the sixteenth century all and more than all that the French was in the eighteenth. It was the language of courts as well as of the schools. It was the language of diplomacy; it was the language of theological and political controversy. Being a fixed language, while the living languages were in a state of fluctuation, being universally known to the learned and the polite, it was employed by almost every writer who aspired to a wide and durable reputation. A person who was ignorant of it was shut out from all acquaintance—not merely with Cicero and Virgil—not merely with heavy treatises on canon law and school divinity—but with the most interesting memoirs, state papers and pamphlets of his own time.

This is no longer the case. All political and religious controversy is now conducted in the modern languages. The ancient tongues are used only in comments on the ancient writers. The great productions of Athenian and Roman genius are indeed still what they were. But though their positive value is unchanged, their relative value, when compared with the whole mass of mental wealth possessed by mankind, has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures. Over what tragedy could Lady Jane Grey have wept, over what comedy could she have smiled, if the ancient dramatists had not been in her library? A modern reader can make shift without *Œdipus* and *Medea*, while he possesses *Othello* and *Hamlet*. We are guilty, we hope, of no irreverence towards those great nations to which the human taste owes art, science, taste, civil and intellectual freedom, when we say that the stock bequeathed by them to us has been so carefully improved that the accumulated interest now exceeds the principal. We believe that the books which have been written in the languages of Western Europe during the last two hundred and fifty years, are of greater value than all the books which at the beginning of that period were extant in the world. With the modern languages of Europe, English women are at least as well acquainted as English men. When, therefore, we compare the acquirements of Lady Jane Grey and those of an accomplished young woman of our time, we have no hesitation in awarding the superiority to the latter. We hope that our readers will pardon this digression. It is long; but it can hardly be called unreasonable, if it tends to convince them that they are mistaken in thinking that their great-great-grandmothers were superior women to their sisters and wives.

MACAULAY.

MATHEMATICAL.

We have met the following questions in a book which is so rare that we think Massachusetts teachers would hardly recognize the name. They are performed by the rule of Compound Subtraction, and show, that where the number in the subtrahend is greater than that in the minuend, we are not obliged to borrow precisely 1 of the next higher denomination, but may borrow less or more than 1, as may be convenient. The problems are these :

From 1 mile, subtract 7 furlongs, 39 rods, 5 yards, 1 foot, 5 inches.

| M. | Fur. | Rods. | Yds. | Ft. | In. |
|-------|------|-------|------|-----|-----|
| 1 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 39 | 5 | 1 | 5 |
| <hr/> | | | | | |
| 0 | 0 | 0 | 0 | 0 | 1 |

In this question, instead of borrowing 1 foot we borrow 1-2 a foot, or 6 inches, from which we take 5 inches, and 1 remains ; we then carry 1-2 to 1, and borrowing 1-2 a yard or 1 1-2 feet, we have 1 1-2 from 1 1-2 leaving nothing, and then proceed as usual.

| | M. | Fur. | Rods. | Yds. | Ft. |
|-------|----|------|-------|------|-----|
| From | 55 | 0 | 0 | 0 | 0 |
| Take | 13 | 7 | 39 | 5 | 2 |
| <hr/> | | | | | |
| | 40 | 7 | 39 | 5 | 1 |

In this problem we subtract the feet as usual, and carry 1 to the yards, making 6, and after this we borrow 2 of each higher denomination.

In the same way

| | Yrs. | Months. | Wks. | Days. | Hours. | Min. |
|-------|------|---------|------|-------|--------|------|
| From | 14 | 0 | 0 | 0 | 0 | 0 |
| Take | 10 | 10 | 10 | 10 | 10 | 10 |
| <hr/> | | | | | | |

borrowing 1, 2, 3 or more as may be needed at each subtraction. The teacher can form examples to the same effect, although perhaps not equal in ingenuity to the first presented. We would advise him to do so ; the thing is admirably adapted to interest an advanced class.

Resident Editors' Table.

| | | |
|--|-----------------------|---------------------------------------|
| GEORGE ALLEN, Jr.,..... <i>Boston.</i> | } RESIDENT EDITORS. { | ELBRIDGE SMITH, <i>Cambridge.</i> |
| C. J. CAPEN, <i>Dedham.</i> | | E. S. STEARNS, .. <i>Frammingham.</i> |

THE AMERICAN INSTITUTE OF INSTRUCTION.

WE are unable to give to our readers a full programme of the meeting of the American Institute, to be held in Providence on the 8th, 9th and 10th of August.

We are permitted to say, however, that lectures will be delivered by Rev. E. B. Huntington, and Elbridge Smith, Esq.

The meeting will be held in the new Railroad Hall.

The First Session will commence on Tuesday at 10 o'clock. Dr. Wayland will deliver his address at 11 o'clock. The Institute will then adjourn to meet at 4 o'clock for a Social Gathering.

During the sessions there will be a debate on the general subject of "Teaching Arithmetic," and one on the subject of "Geography as a study for Schools,—the best methods of teaching it." The debates on these subjects will be opened by gentlemen especially chosen for the purpose by the Committee of Arrangements.

Arrangements have been made for the gratuitous accommodation of lady teachers attending the meeting from abroad. Arrangements will also be made for the reduction of the fare on the principal Railroads.

The Circular will appear in a few days, and will be published in the August number of this Journal.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

TWELFTH SEMIANNUAL SESSION.

Thursday Morning.

THE Association met on Thursday, May 25th, in Temperance Hall, Dedham, and was organized at half-past ten, A. M., D. B. Hagar, Esq., President, in the chair.

Prayer was offered by Rev. Dr. Lamson, of Dedham.

The Secretary's report of the last meeting was read and accepted.

At the suggestion of the President, a committee was appointed to ascertain what teachers were present from each town in the county.

At eleven o'clock, Richard Edwards, Esq., of Salem, lectured on "The Teaching of Geography." The lecturer remarked at

first upon the order of mental development, and showed how the power and habit of observation early appear as leading traits of the human mind. He then proved the absurdity of relying upon definitions to convey an idea of natural objects. Observation of the objects themselves can alone adequately do this. To give a scholar a knowledge of maps, he proposed to have him make a map of a well-known field, dividing it by lines like those of latitude and longitude. Afterwards, he should draw maps of countries, from a knowledge of the latitude and longitude of the prominent points. Embossed maps were recommended for conveying a knowledge of the elevation of places and other physical characteristics. The lecturer demonstrated very clearly how the study of geography on a proper system, is of great value in cultivating a truthful and pure imagination.

At the close of the lecture, the chair appointed a Nominating Committee as follows: Messrs. Richardson of Dedham; Dickerman of Stoughton; Long of Roxbury; and Daniells of Brookline.

AFTERNOON SESSION.

The Association assembled at 2 P. M., and the subject, "How do you teach Geography?" was first discussed by Mr. Dewing of Quincy, who said that in this branch of instruction, he simply requires his pupils to learn what the assigned lesson of the book contains; and when this is well done, he imparts in as interesting a manner as he can any additional information on the subject he possesses. Mr. Dewing closed his remarks by expressing a wish that others would, as he had done, answer this question with frankness, without attempting to entertain the Association with untried theories.

Mr. Long of W. Roxbury, asked to have a way pointed out for obviating the difficulties which attend "mapping from nature," the use of books of reference, and the employment of oral instruction. As evils attending these things, he mentioned waste of time, loss of attention, and aversion to hard study.

Mr. Edwards said he made oral instruction profitable by requiring it to be subsequently recited by the pupil as faithfully as if the book had conveyed the knowledge. He thought the difficulties of mapping from nature would soon vanish before a persevering effort. He also explained how to teach the profile mapping of countries.

Mr. Colburn of Providence would have scholars so study their maps, that they could readily draw an outline of any country from memory. Also showed his method of teaching the latitude and longitude of places, by tracing the most important parallels and meridians. Mr. Kneeland of Dorchester spoke of the disadvantages under which teachers labored when they

use text-books which a committee selects, and which are used for the examination of the school. If a teacher, laboring under such circumstances, should spend much time teaching without his text-book, he would in the annual report suffer in comparison with his brother and sister teachers.

The discussion was continued by Messrs. Rolfe and Snow of Dorchester, Willey of Braintree, and Gage of W. Roxbury.

At 4 o'clock, the subject of Decimal Fractions was taken up, and earnestly and minutely discussed by Messrs. Gage, Rolfe, Willey, Kneeland, Colburn, and Dodge of Jamaica Plain.

The Association then adjourned to half-past seven, P. M.

EVENING SESSION.

The evening hour was occupied by a lecture from Josiah A. Stearns, Esq., President of the State Teachers' Association, who took as his subject, The Common School. It would be useless to attempt giving an idea of this performance by a meagre abstract. The audience, by their fixed attention, showed that it was justly appreciated.

FRIDAY MORNING SESSION.

At nine o'clock, "The cultivation of a Literary Taste" was discussed by Messrs. Gage, Wheeler of Quincy, Kneeland, Ansorge of Germany, Hagar and Willey. This discussion was, by many, considered the best of the whole session, displaying no small degree of literary culture among the members of the Association.

At eleven o'clock, Mr. Wellington, of Quincy, read a very instructive lecture on "The true Principle of Teaching." The audience fully approved of his exposition of what should be every teacher's principles of action.

The annual election of officers succeeded the lecture, with the following result:—

President, D. B. Hagar, Esq., West Roxbury; *Vice Presidents*, Messrs. Wellington, of Quincy, Dodge of West Roxbury, and Boardman, of Canton; *Recording Secretary*, C. Slafter, Dedham; *Corresponding Secretary*, T. Metcalf, West Roxbury; *Treasurer*, I. Swan, Dorchester; *Counsellors*, Messrs. G. L. Weston, Roxbury, Dewing, Quincy, Willey, Braintree, and Dickerman, of Stoughton.

After a few closing remarks by the President upon the advantages which the ladies of the Association might confer by the use of the pen for the improvement of the meetings of the Society, it was unanimously

Voted, That the thanks of the Association are due to those gentlemen who have interested and instructed us by their lectures during the present session.

The meeting then adjourned *sine die*.

CARLOS SLAFTER, *Recording Secretary*.

INDEXES.

POOLE'S INDEX TO PERIODICAL LITERATURE.*

BARNARD'S INDEX TO EDUCATIONAL WORKS.

- * "Next to actual knowledge, the best thing is to know where to find it."—
LITERARY WORLD.

"No man," says Dr. Watts, "is obliged to learn and know everything." He ought perhaps to have said, "*School teachers excepted*, no man is required to learn and know everything." In many schools and communities, a teacher of youth is expected to be a living embodiment of a universal Encyclopædia; but unfortunately, very few copies of this edition have ever yet been issued, and most of us are still obliged to run the risk of losing caste by the frequent employment of the phrase, "do not know."

Few of us retain in the mind more than a small per centage of what we have at some period actually possessed; and much of that which we do retain, is so poorly classified and arranged, that when we wish to call it into use, it refuses to come at our bidding. It is true that these facts prove our minds to be but imperfectly disciplined; but when we reflect that there is not only a world of *books* to which we may have free access, in every department of knowledge, but that thousands and thousands of the choicest articles are also scattered through the almost illimitable fields of *periodical literature*, it is obvious that no one should attempt to store his mind with all the knowledge which it is yet highly important he should have at all times within his reach, and be able to call to his service at pleasure.

Here then is the great value of Mr. Poole's "Index to Periodical Literature." Whatever subject we may wish to investigate, we have only to open this Index, and we are referred directly to all the different articles that throw light upon it, in the whole range of leading Reviews and Magazines, for a period of half a century.

All our larger libraries have complete sets of such works as the North American Review, Edinburgh Review, Quarterly Review, Blackwood's Magazine, Silliman's Journal of Science, etc. It is no exaggeration to say of these works, that for all practical and useful purposes, their value is at least doubled by the appearance of the "Index to Periodical Literature." This remark is specially applicable to those Periodicals that are not accompanied by general Indexes to their contents. The oldest of our own Reviews, the North American, is an example of this class. No general Index to this work has been published since

* Index to Periodical Literature. By Wm. Fred. Poole, A. M. New York: Charles B. Norton.

1827; and the student who would learn the contents of the volumes that have appeared since that time, is obliged to search through more than fifty separate Indexes.

The Index of Mr. Poole bears everywhere the marks of uncommon thoroughness and accuracy. Every scholar in the country, who has the privilege of using it, will feel that he owes Mr. Poole a debt of gratitude, for his protracted and indefatigable labor in preparing so faithful a guide to the treasures of our scientific and literary periodicals.

Mr. Poole's work is the first effort of its class in this country. It is to be hoped that it will be followed by similar efforts in other departments of literature and science.

Every teacher must have felt the need of a guide to the various sources of information on subjects relating to the duties of his profession. We are happy to be able to state that the Hon. Henry Barnard, Superintendent of Schools for the State of Connecticut, has in preparation a work which will meet this want. It is to contain a catalogue of every accessible Book and Pamphlet relating to the history, organization, administration, instruction, and discipline of Common Schools, Academies, Colleges, and other Educational Institutions in the United States, with a brief synopsis of the contents of each, and a minute *Index* to every important topic discussed. When published it will furnish teachers with an amount of information respecting the sources of knowledge on educational subjects, which they could not otherwise gain without devoting months, and perhaps years to laborious research. We shall look with interest for its appearance.

The Germans are somewhat in advance of us in the preparation of General Indexes. In a recent number of Norton's *Literary Gazette*, we find the following, among other notices of German publications: "Koner's Index of Periodical Historical Literature from 1800 to 1850, has reached the conclusion of the second volume. Another Index to Geography and Travels, as contained in Periodicals, is announced as in preparation by the same author."

It is to be regretted that many of our prominent publishing houses do not more fully appreciate the importance of accompanying the works which they issue with carefully prepared Indexes to their contents. The two leading American Magazines at the present time, are furnished with exceedingly defective indexes. An attempt is made in each of the successive volumes, to arrange the contents alphabetically, but a large amount of intelligence on different subjects is thrown promiscuously together under such general heads as *Editorial Notes*, *Literary Notices*, etc. Even the insignificant articles *a* and *the* are often taken as the leading words of titles, because they chance to be the words

with which the titles commence. Thus, the title, "The Pacific Railroad," is found under the letter *T*, and "A Kentuckian in the East," is found under *A*.

It is not unfrequently the case, that important works of history or general literature are sent forth to the world entirely destitute of Indexes. Respecting this class of books, we cannot refrain from saying, in the language of a Boston letter writer, "The man who publishes a book of permanent value, without an Index — what punishment is severe enough for him?"

"No writer," says De Morgan, "is so much read or cited, as the one who makes a good Index."

W. H. W.

BOOK NOTICES.

LIPPINCOT, GRAMBO & CO.'S GAZETTEER. *A New and Complete Gazetteer of the United States, giving a Full and Comprehensive Review of the present Condition, Industry, and Resources of the American Confederacy. Embracing, also, important Topographical, Statistical and Historical Information, from Recent and Original Sources; together with the Results of the Census of 1850, and Population and Statistics, in many cases, to 1853. By Thomas Baldwin and J. Thomas, M. D. Philadelphia: Lippincot, Grambo & Co. 1854.*

This is the most comprehensive Gazetteer of the United States that has as yet appeared. It is compiled with reference to the Census of 1850, and presents the most interesting points of that census, and, in many cases, population, statistics, &c., are presented as derived from censuses taken in the respective States and brought down to a later date than the census of 1850—in some instances as late as 1853. In an Appendix, it gives a table of the Religion and Churches in the United States; of the Agricultural Productions; of the Colleges and Professional Schools; of the Population in each State and Territory, together with a decennial retrospect of the same; of the Military Post Roads and Commands; of the Railroads and Canals up to the latest construction. A volume containing full and accurate information on all of the above topics, not to mention the fact that it gives the locality of every town in the United States, and a descriptive account of all of the cities and of the chief towns, will, without doubt, find a place in every school. It is a *sine qua non* in the Geography and Topography of this country, and is the best work of the kind. It contains 1364 pages, and is accompanied by a large and handsome map.

A COURSE OF ENGLISH READING ADAPTED TO EVERY TASTE AND CAPACITY. *By the Rev. James Pycroft, B. A., Trinity College, Oxford. Edited, with Alterations, Emendations, and Additions, by J. A. Spencer, D. D., Author of "History of Reformation in England," Editor of "The New Testament in Greek, with Notes on the Historical Books," etc., etc. C. S. Francis & Co., 252 Broadway, New York. Boston: Crosby, Nichols & Co., 1854.*

However ardently all may wish to make reading their daily solace and a source of constant improvement, very few realize their wishes in both these respects. This failure is attributable to the fact that we are too apt to pursue our course without a proper guide. Not to profit by others' experience causes us much loss of time and advantages. Yet how often is this truism, as some would call it, practically ignored. How to read, and what to read, are, so to speak, complementary terms; neglect either consideration, and the circle of our attainments will be incomplete. The work of Pycroft has been before republished in this country, but without a proper adaptation to the wants of the American student, to say nothing of the very unacceptable style in which it was issued. Neither of these defects appear in the edition of Francis & Co.

We would call the attention of our readers to this work, under the belief that they will concur in our high opinion of its excellence as a guide to youth and to all who wish to form a correct taste in reading.

Crosby & Nichols are the Boston Publishers.

ROLLO BOOKS.—We have received from the publishers, W. J. Reynolds & Co., "Rollo on the Atlantic," and "Rollo in Paris," being numbers one and two of a new series of the Rollo Books, entitled "Rollo's Tour in Europe," to consist of six volumes. This series is from the pen of the Rev. Jacob Abbot, the well-known author of the books which have heretofore been issued under this popular title. We are quite satisfied that it will prove as interesting and instructive as its predecessors. We well remember with what eagerness, in youth, we devoured each new volume of these entertaining works, and we must be candid enough to state, nor is it with shame that we confess it, that, in looking over the pages of this new series, we found ourselves gradually more and more attracted by that which once afforded us so much delight. The main design of the narrative is the communication of useful knowledge.

We have received from the same publishers the following : " Ralph Rattler ; or the Mischief Maker : " " Arthur's Temptation ; or the Lost Goblet : " Minnie's Picnic ; or a Day in the Woods : " " The Runaway ; or Pride Punished : " Arthur's Triumph ; or Goodness Rewarded : " and " Cousin Nelly ; or the Visitor : " being a continuation of the series by Francis Forrester, noticed in a previous number. They will afford much entertainment to the young.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

TO the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee ; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

Mr. Bradford, successor to Tappan & Bradford, 221 Washington street, Boston, is preparing a Lithograph Portrait of N. Tillinghast, Esq., late of the Bridgewater Normal School. It is to be executed in the very best style of Mr. Bradford's well known establishment. Those who are desirous of obtaining a copy can be supplied at the Annual Convention to be held at Bridgewater in August.

Per order of Committee.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 8.] CHARLES HAMMOND, EDITOR OF THIS NUMBER. [August, 1854.

✓ DR. ARNOLD AS A MORAL TEACHER.

DR. THOMAS ARNOLD, of Rugby, stands by common consent, at the head of the list of eminent instructors of the present century. His world-wide reputation, as a teacher, is, however, chiefly posthumous. He died at the age of forty-seven years, on the morning of the 12th of June, 1842; and so suddenly did the messenger of death come, that his departure was announced to some of the members of his own household before they knew that he was ill.

Previous to his death, the reputation and influence of Dr. Arnold were limited to the scholars and statesmen of his native land. He was known in the Universities, as one of the first scholars of his time, as an advocate of reform in opening the doors of Oxford and Cambridge to the admission of Dissenters, and as a powerful Anti-Tractarian champion, in the bitter controversy between Dr. Hampden and the leading theological professors of his own University of Oxford.

But though powerful in the highest seats of learning, by the influence of his pen, and by the presence of his pupils in great numbers, who were for the most part his devoted friends and strenuous advocates of his opinions; and though as a political writer, he became deeply involved in those questions of Church and State policy, which so greatly agitated the public mind of England during the ten years preceding his death; still his reputation could hardly be called national, till he had won, in spite of the most vigorous opposition, his Professorship of History at Oxford. This great triumph was due to his tran-

scendent merit as a teacher, and gave the fairest opportunity he could have hoped for, to establish a high reputation in the renowned University, whose best interests were always dear to his heart.

But his subsequent career was short. He was permitted only to give his Introductory course of Lectures on Modern History, before he was summoned away forever. These lectures were received with universal favor, and have become a standard work on both sides of the Atlantic, than which there is no better guide for the young student in laying out a plan of Historic reading, and in suggesting the objects and benefits of this most important of all University studies.

Dr. Arnold lived long enough to give assurance that his subsequent career, would, if he had been spared, as a professor and writer of History, have been one of unsurpassed brilliancy, at least since the days of Gibbon. As a defender of sound learning applied to the noblest ends, as a champion of human liberty, in church and state, as an advocate for the rights of conscience, he had shown himself able to do what no man living could do better than he. As a controversialist, he had shown himself equal to any intellectual warfare that could be arrayed against him, and for that reason he was an object of pride to his friends. He was also a generous combatant, as magnanimous towards his opponents as he was earnest in defending his own views of truth, and for that reason, he had no personal enemies.*

When the respect of men of all parties and names had been secured, when that time of life had come in which the ripest fruits of scholarship are gathered, when all the powers of a great mind were most vigorous for noble action, when a quick fancy and impulsive imagination had been chastened by time, not so as to lose their charms, but only so as to become the willing servitors of the clearest reason and the soberest judgment, just then the bright orb in mid-heaven, to which all eyes had been turned, suddenly vanished in thick darkness from the gaze of men. There was no consolation left, in the general grief for so great a loss, but to gather around the tomb of Arnold, and there they who had loved him, and they who had

* In his essay against the Oxford Tractarians, he thus alludes both to the principles and to personal qualities of Dr. Newman, who afterwards became a convert to Romanism:

"I have spoken of him simply as the maintainer of certain doctrines, not as maintaining them in any particular manner, far less as actuated by any particular motives. I believe him to be in most serious error; I believe his system to be so destructive of Christ's Church, that I earnestly pray and would labor to the utmost of my endeavors for its utter overthrow; but on the other hand, I will not be tempted to confound the authors of the system with the system itself; for I know that the most mischievous errors have been promulgated by men, who yet have been neither foolish nor wicked; and I nothing doubt that there are many points in Mr. Newman, in which I might learn truth from his teaching, and should be glad if I could come near him in his practice."

opposed him, lamented together the untimely fall of one than whom, among the great and good then living, England had no more noble son.

Contrary to the expectation of his friends, the death of Arnold happened fortunately for his fame. His career seemed prematurely closed, since his greatest purposes were broken off, his most important works being only projected or left incomplete. But his character was already mature. Over that death had no power. That still lives and speaks, and as a means of good to mankind, has proved a blessing to multitudes, who while he lived never heard his name or that of the Rugby School.

As the character of Arnold lives to bless the world by his undying example, so does his method as a teacher of History and as a teacher of Christian morals. His Roman History is indeed incomplete, being a small part of that great work, which he designed to carry down to the period of the Decline and Fall of the Empire, in order that he might furnish an antidote to the Christian student against the tendencies of the fascinating but delusive and dangerous work of Gibbon. But if it be only a fragment, it is yet in itself the best Ancient History which has been written in the English tongue; while it has made the method of Arnold immortal. He was the first to apply Niebuhr's principles of historical research to a work in our language, but the example will be imitated in all valuable history that shall hereafter be written. Arnold's method awakes from the grave of centuries the buried nations of antiquity. The records of hardly legible inscriptions, the voices of dim and gray tradition, the dark allusions of old poets and annalists are made to reveal clearly the private and public life of powerful states, now no longer existing, and to impart to their story the vitality of modern times and all the interest of passing events.

That same gift of insight, also, whereby from the merest hints he could unravel the mazes of ancient story, and by the aid of that imagination which the historian sometimes needs to arrive at actual reality, not less than the poet to form that which is consistent with reality, was often employed by him in casting the horoscope of future events. He had in the highest measure those two qualities of a seer, as defined by Coleridge a "KNOWLEDGE OF HISTORY and the HUMAN MIND," and therefore he could discern the signs of the times and the future policy of nations, as with the vision of prophecy. Hence it was, that his pupils were in the habit of saying that he had talent enough and statesmanship enough to be Prime Minister of England. So long ago as 1840, while Louis Philippe was in the height of his power, and the causes of those dreadful agitations, which convulsed all the Western nations of Europe in 1848, hardly seemed to have

been noticed by any other mind, Dr. Arnold distinctly foresaw the coming conflict of the Western powers with Russia, and pointed out the actual policy of the war, which is now waged by the allied nations on the shores of the Euxine.

Within the last six months, the following passage, written in 1840, by the Head Master of Rugby School, has been printed in the leading political journals of Great Britain, and in several of this country, and commented upon as an instance of remarkable forecast.

“What surer way of keeping the Russians from Constantinople, than to bind our alliance with France triply fast, thus keeping forever before the eyes of Russia a control which she dared not disregard? What Russian soldier would ever set foot across the Balkan, if England and France, indissolubly joined together as the protectors of the old civilization of Europe, were ready at an instant to pour their fleets into the Black sea, and without repeating the folly of the march to Moscow, to strike at the life of Russia, through her vulnerable heel; to drive her back behind the Pruth, to thrust her away from the shores of the Euxine, and by occupying the Crimea as an impregnable fortress, to seal up the only outlet by which the evil spirit of Russian ambition can issue forth to trouble the world?”

Dr. Arnold had a high reputation as the author of works of enduring value. His temptations were very great to devote himself to strict literary pursuits. But while he lived he never allowed any enterprise, however important, to interfere with his duties as a teacher. Indeed it is very easy to see that all his labors as an author were made subsidiary to his great work of instruction. If he had lived longer, and devoted himself to that work which he regarded as the great literary labor of his life — to write a book on the mutual relations of the Church and State as they are blended in the British Constitution — he might have been drawn from his pursuits as a practical teacher, and the influence of his great example, as we now have it, might have been eclipsed by his renown as an author, and his fame been confined chiefly to men of letters.

It is not always given to every great man to know himself. From the partial unfolding of the plan of his projected work on the Church and State, it has been thought by some of the ablest writers of the time, that his success in that department of labor he had proposed for himself, would not have been equal to his hopes. His system has been deemed too fanciful ever to be realized, and the work which, had he lived, would have unfolded his beautiful theories, might have been put upon the same shelf with More's Utopia and Bacon's Atlantis. But had he satisfied his utmost wishes, and attained that rank among the writers on Christian polity, which is assigned to Warburton, or to the

judicious Hooker, still it may well be doubted, whether he could have done, with his utmost energies as a philosopher or historian of the Church, more than he has done as a moral teacher, chiefly through the instrumentality of the Rugby School Sermons, and his correspondence to his friends and pupils.

Prompted by the general grief for his loss, all the leading Reviews of Great Britain immediately after his death, and almost simultaneously, united in a tribute of respect to his memory, and a notice of his character as a teacher and as a man. The highest praise was awarded to his moral honesty, his personal virtues, to his beautiful Christian life, to his earnest labors as a teacher at Rugby, and his splendid qualifications as a Professor at Oxford. Of these tributes, some of the most beautiful and touching were found in those journals whose views on subjects of the highest moment he had opposed with all the energies of his most earnest nature.

The world had not expected to hear of such a character in the person and calling of a schoolmaster. It was a rare, if not a new thing, that a scholar of the highest clerical standing and ability, and equally competent to shine in the Senate or in the Cabinet, should be found devoting the best energies of his best days to the drudgery of school instruction. And it was especially marvellous that this pedagogue should be able, or dare to make so much noise in the world, outside of his school-room, without even asking liberty of the Trustees.

Men wished to be better acquainted with a character, which, like that of Socrates, was distinguished for a passionate love of truth and justice, for tireless industry, for the rarest attainments and the profoundest humility, for the most scrupulous piety to God, and the tenderest sympathy for mankind, especially for those who were suffering by reason of poverty, ignorance and self-delusion, and finally for his consummate courage in the defence of principle, and his recklessness of any evil consequences to himself in any controversy where truth and duty were at stake.

The Biography of Dr. Arnold was prepared by Rev. A. P. Stanley, a worthy disciple of his illustrious subject and teacher, and himself a Fellow at Oxford, and a tutor and preacher of high repute. This work is all that the devoted friends of Arnold could desire, so far as it unfolds his life as an author or man of letters, and his interior life as a man of feeling. It is largely made up, as it ought to be, of his own letters to his friends and pupils on every kind of topic, but every one of them valuable and bearing the impress of that strong individuality on the printed page with hardly less vividness than that which beams from the striking portrait which embellishes the English edition of Stanley's biography, and which was always found at Oxford

and Cambridge in the room of every man who had ever been a pupil of Arnold.*

In one respect we think the work of Stanley deficient — in not giving more of Arnold's personal habits and methods of instruction and discipline in the school-room. This is indeed the fault of nearly all the notices of his life and character which have yet appeared. Mr. Stanley has indeed given us invaluable chapters, which illustrate the proper school life of Arnold at Laleham and at Rugby, but even these chapters seem to have been written more for the general reader, than for the practical teacher. The life of a teacher, as such, is so uniform that the story is soon told. The unvaried incidents of the school-room are not supposed to have a universal interest. They are supposed to belong to the "childish things" which are "put away" from the public attention, as matters of personal interest to those who wish not to forget them. The world generally care not to know much about the early education of individuals, unless they possess a marked character, with distorted incongruous traits, like that of Byron, who was always conspicuous if not attractive, like his own Manfred, as

"A bright deformity on high,
The monster of the upper sky,"

in consequence of a wrong "bent," perhaps, received in the nursery, or the want of a right "bent," which it is certain no school training ever imparted to him.

It falls not to the lot of any teacher to educate all the geniuses of his time. Few comparatively of Arnold's pupils have or will become famous. It was his glory, as it is of all good educators, not so much because he helped a few to become famous, as that he prevented a great many from becoming infamous; and especially because he was very influential in making nearly all his scholars useful and respectable. The preventive processes which form so large a part of all moral training of the right kind, do not admit of much display, nor bring a great reward of public favor; still this great service must be performed by the teacher, however thankless the task may be, or society itself must perish, in spite of all that the best talents rightly trained can do to save it.

Dr. Arnold's method of moral training was chiefly by means of the Rugby Chapel Sermons. We are persuaded that few teachers in this country are acquainted with these sermons. A mere fragment only of them have been published this side of the Atlantic, in a small duodecimo of less than three hundred pages as a Sabbath school book. The English edition of Dr. Arnold's Sermons consists of six large octavo volumes, nearly

* *Bristed's Five Years in an English University.*

all of which were preached at Rugby, as school sermons, except the first volume, which consists of those preached in the parish church at Laleham. Extensive as the published collection is, they are only a part of the fruits of fourteen years' service as chaplain at Rugby, a post which he sought when it became vacant, and filled without any remuneration for the sole purpose of doing good. In respect to his two-fold position as headmaster and religious teacher, he reminds us of President Dwight of Yale College, in whom were combined the rare qualities of the best teacher and the most eloquent preacher of his times.

The Rugby sermons have a very peculiar character. They would hardly be called sermons if criticised by the common rules of Homiletics. They were written for very young persons, and not for those who were fully educated. They are not University sermons, nor are they adapted at all for a popular audience, but most admirably fitted to affect those to whom they were addressed. It is said that his afternoon discourses were almost always prepared between the morning and evening service; and all of his sermons came fresh from his heart and hand, the topics being dictated by the instant wants and circumstances of the school. They were always short, and full of point, and delivered with the utmost emphasis. They were preached to glorify God, and not their author, being the outpourings of one of the most earnest souls of the century, to an assembly of choice young men, at that time of life when most susceptible to the plastic influences of a master mind.

He labored not in vain. His pupils fully believed him to be the best preacher in the three kingdoms, and visitors and pilgrims from distant lands thronged the chapel every Sabbath, attracted by the fame of one of the marked men of the age.

Dr. Arnold's sermons, having respect always to the moral and religious wants of a community of scholars, were properly of a high intellectual character, and they must have always awakened and nourished a thoughtful mood, while at the same time they were easy of comprehension, even when the subject and range of discussion were such that when treated of by other men they might have seemed difficult. He was not guilty of the folly of those who when they address young persons, degrade the dignity of their style by the use of fondling tones and nursery namby-pamby, on the ground that youth and children of ordinary cleverness cannot understand plain idiomatic Anglo-Saxon, or that they will not be attentive, unless there is an affected condescension to their capacities.

The Rugby School Sermons abound with topics which some teachers would consider as more appropriate for school-room lectures than Sabbath discourses. But Arnold was not satisfied unless the duties of school-days were performed from religious

motives, and if so performed they were in his view as much religious duties as the formal worship of the chapel on Sunday. His second volume of Sermons was prepared to show his "full view of Christianity in its action on schools." One of these sermons treats of the sins of idleness, of extravagance in spending money, and the breach of school regulations. His text is, "Whoso shall offend one of these little ones, that believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the sea." He aimed to show the wickedness of those boys in school who tempt their fellows to be idle, extravagant and disobedient; thus "offending" them or causing them to suffer evil. Then he shows how mean and despicable is that fear of ridicule for not doing right, through which the tempted are overcome and led astray. We wish we could insert the whole sermon, but the following extracts will give a specimen of Dr. Arnold's mode of dealing with evils which so often infest every public school.

"A boy is laughed at because he works in earnest and on principle, for taking unnecessary trouble, for being afraid of punishment, for wishing to gain favor with his masters, and be thought by his teachers to be better than other boys. Either of these reproaches is one which a boy finds it hard to bear. He does not like to be thought afraid, or plodding or wishing to court favor. He has not age nor sense, nor firmness enough to answer that the only fear of which he need be ashamed is the fear of his equals, the fear of those who are in no respect better than himself, and have therefore no sort of right to direct him. To be afraid then of other boys is, in a boy, the same sort of weakness as it is in a man to be afraid of other men,—and as a man ought to be equally ashamed of fearing men and of not fearing God; so a boy ought to be ashamed of fearing boys, and also to be ashamed of not fearing his parents and instructors. And as in after life the fear of God makes no man do anything mean or dishonorable, but the fear of men does lead to all sorts of weakness and baseness, so amongst boys the fear of their parents and teachers will only make them manly, and noble and high-spirited; but the fear of their companions leads them to everything low and childish and contemptible. Those boys then who try to make others idle, and laugh at them for trying to please their masters, are exactly like the men who laugh at their neighbors for living in the fear of God; and both are like the more hardened ruffians in a gang of thieves, whose amusement it is to laugh at the fear of justice which beginners in crime have not yet quite got over. * * * *

"So with regard to extravagance and the breach of school regulations. There are some boys, who remembering the wishes of their parents, are extremely unwilling to incur debts and spend money upon their own eating, drinking and amusements. But they are assailed by the example and the reproaches and the laughter of others. The charge of stinginess, of not spending his money liberally, is one which a boy is particularly sore at hearing. He forgets that in his case such

a charge is the greatest possible folly. Where is the generosity of spending money which is not your own, and which, as soon as it is spent, is to be supplied again with no sacrifice on your part? Where is the stinginess of not choosing to beg money of your dearest friends, in order to employ it in a manner which those friends would disapprove? For, after all, the money must come from them, as you have it not, nor can you earn it for yourselves. But there is another laugh behind; a boy is laughed at for being kept so strictly at home, that he cannot get money as he likes; and he is taught to feel ashamed and angry at the hard restraint laid upon him. Truly that boy has gone a great way in the devil's service who will dare to set another against his father and his mother, who will teach him that their care and authority are things which he should be ashamed of. Of those who can do this, well may Christ say, that 'it were better for them that a millstone were tied about their neck, and that they were drowned in the depth of the sea.' Yet these things are done; and the consciences of many who now hear me will say to the eye of Him who can look into the inmost heart, that they are the doers of them."

With such preaching on Sunday, we might well think that the Rugby boys would be as much afraid of their consciences all the week after, as the thief is in fear of the sight of the bailiff. Dr. Arnold did not confine himself to positive and open faults of conduct in his addresses to his pupils. He entered largely into the proper motives of all right conduct, it being his desire to quicken or "hasten" as much as possible the moral development of young persons,—a sort of precocity which in his opinion was not attended with any danger as to loss of health or any of the ills to which very ambitious students are exposed. It was not enough with him that his pupils should have a clear intellectual view of their *duty*. They must *love* their duty with passionate devotion; and they must manifest that love in the manner and temper with which the acts of every day were performed. A frivolous and careless disposition was his abhorrence. He could relish and most cordially enter into the amusements of the young. But along with this, he had the utmost regard for an earnest purpose and a serious and thoughtful disposition as the basis of all true worth, and as the condition without which no amount of intellectual culture would be of any use. To a pupil, who, in great anxiety, had written to know if he had offended him, as he had observed his manner towards him was changed, he replied as follows:

"I was not aware of anything in my manner to you that could imply disapprobation, and certainly it was not intended to do so. Yet it is true that I had observed with some pain, what seemed to me indications of a want of enthusiasm, in the good sense of the word, of a moral sense and feeling corresponding to what I knew was your intellectual activity. I hold the lines, '*Nil admirari*, &c.,' to be as

utterly false as any moral sentiment ever uttered. Intense admiration is necessary to our highest perfection."

No man has lived in our times in whom the truly Christian ideal of self-sacrifice for others' good, was a principle so intensely active; and his chief glory as a teacher was that he had most vivid views of what an educated mind controlled by Christian principle is worth, as a minister of good to the poor and ignorant and sinful, as a blessing to the state in which are embodied the common and undying life and character of a people, and especially as connected with the Christian commonwealth, or the immortal kingdom of God on earth, into which every Christian scholar should be incorporated. His intense benevolence manifesting itself in his love for friends, for his country, and for the glory of God, was the secret of all his power, not only as a preacher, but in an equal degree in his instructions of the "sixth form." It was this high moral quality on which Dr. Hawkins rested his prophecy, that if Arnold was elected to the head mastership of Rugby, "he would change the face of education all through the public schools of England."

We have no doubt of his ability as a teacher in the classics, and especially in the department of ancient history. We doubt whether there was any school-room in England, even any of the University lecture-rooms, that was the scene of greater intellectual ardor than that of Dr. Arnold's "sixth-form" recitation-room. But the secret of that interest was not his ability to impart knowledge, so much as to show its uses, to provoke thought, and to inspire sentiments and motives which could not fail to produce the greatest intellectual activity and the happiest moral results. The common intellectual stimulants, such as that of personal competition, were superseded by the higher inducements, in the full appreciation, of the ends and uses of all mental culture, the making the most of life for the noblest purposes. Nor was the relation of cause and effect in this instance an intangible or remote one. The fruits of Arnold's labors as a teacher, were not only abundant, but soon visible and appreciated. When he began his career, not only the ancient Public Schools, but the Universities of England, were in a moral condition that was truly deplorable. They were the seats of profligate dissipation, and almost entirely destitute of young men of high, moral and religious character. It was soon noticed that Arnold's pupils went through the fiery ordeal of temptation unhurt, that they maintained a good standing as scholars, and were high-minded, upright, thoughtful and earnest men. The little leaven became contagious. The noble example of Rugby was imitated, and moral and religious men were no longer objects of ridicule as formerly at the Universities.

It should not be forgotten that Dr. Arnold aimed to do what he did, chiefly by the instrumentality of teaching. In the pulpit he was still the teacher. What he said there was presented in the concrete form of school instructions, teaching theology or the divine philosophy, just as he taught his classes the philosophy of individual and social life, by the study of history.

It should also be remembered that Dr. Arnold deliberately chose the calling of a teacher, that he might thereby most directly move the machinery of the whole social system in the way of doing good, not only to his own pupils as men by themselves, but that through them he might affect the public heart and the public conscience, so as to bring about those reforms in the State and in the Church, which were intimately connected with the glory of England, and the welfare of every people on earth under the influence or control of England. He chose the teacher's calling because of his love for it, not because he could not succeed in any other calling. He was always reckoned by those who knew him best, as one of the choice scholars and thinkers of his age. He had attained the highest rank in the clerical profession before his election as Head Master at Rugby. Burning with an intense desire to benefit his race and age, and conscious of his ability to do service, he felt that his best field of labor was in the school-room, and that from that high vantage ground he could make his influence felt, not only by his teachings and inspirations, as conveyed by his living voice and presence to the crowds of talented young men that thronged his school-room; but also by an indirect influence, which should reach even to the ends of the earth. Within two months of his death, and in one of the last, as well as one of the most earnest sermons he ever delivered, he thus describes the character of his audience and the influences that went forth from that chapel where he ministered:

"The veriest stranger who ever attends divine service in this chapel is apt to be struck with the peculiar character of the congregation here assembled. He sees almost the whole congregation to consist of persons in early youth, from the earliest boyhood to the very edge of manhood. It is not a fixed congregation, for those now here must, of necessity, in a few years, be all scattered to the four winds of heaven, so that we should look for its several members any where rather than here. And it will not be dispersed only within narrow limits, the limits of the country where it belongs. For our country spreads forth her arms so widely that the scattering of the members of an English school is literally a scattering over the whole habitable world: there is no distance so great to which some of our number may not be likely to betake themselves. And then again, those very distant countries, to which some of us may soon be led, are new settlements, with institutions, habits, and national character unformed as yet, and to be

formed ; unformed, and capable therefore, in their unsettled state, of being influenced greatly by the conduct and character even of a single individual, so that, putting all these things together, a stranger does well to feel something more than a common interest in the sight of the congregation assembled in this chapel as it is this day.

"But if the sight so interests a stranger, what should it be to ourselves, both to you and to me? Now whatever occurs of unusual interest in the world, strikes in this way upon an answering key within our breasts here. Whatever of striking good or of evil happens in any part of the wide range of English dominion, declares upon what important scenes some of you may be called upon to enter. And seeing and hearing the distant battle, is it not very natural to wish that those who may be called to take part in it should be well armed and well trained for the contest ; that however trying may be the outward circumstances in which you will have to act, you may not be false to yourselves or to your duty? Or so again, whatever new and important things take place in the world of thought, whatever habits of mind we see prevailing, whatever truths honored or despised, whatever errors predominant, can we help thinking of you in this also, and wishing, if it were possible, that here too you might be endowed with the spirit of wisdom and power, that when you go forth amid the strife of tongues and of minds you may be able not only to hold fast the truth yourselves, but if it may be, that you may be the blessed instruments of maintaining the knowledge and love of truth in others?

"And then, when we consider the manifold differences of human character, how unlike one of you is from another, how in each there is his own peculiar danger, and also his own peculiar gift and aptness to receive the grace of God, we see the immense difficulty of dealing with minds so various in the way each most requires, and we gain a real experience of what St. Paul meant when, looking upon the work and difficulties of a Christian teacher, he asked, "Who is sufficient for these things?"

"But one thing is clear, and of the last importance, and to be pressed most earnestly upon the minds of every one of you: That in the business of life, be it what it will, and when it will, in the business of life, which you know is also the seed of eternity, and as such infinitely precious, three parties are concerned, of whose existence it behoves us to be equally and intensely conscious ; three, and in the real deep struggle for life and death, three only, but three always : and these three are God, on the one hand, and your own individual souls on the other, and the one Mediator, Jesus Christ, who alone can join the two into one."—*Christian Course, its Hopes, Fears and Close*, page 402.

The extracts we have given are but specimens of those earnest teachings with which the Rugby sermons are replete. They were given to an English school, but it will at once be seen that they are just as well adapted to the circumstances of every American seminary of learning. Arnold loved his country with a deathless devotion, and the patriotic sentiment was employed by him constantly in all his teachings to awaken the

enthusiasm of his pupils to every topic connected with British renown in past ages, and to animate them with the blessings destined to flow forth for the healing of the nations through British power and British civilization.

He was a Christian politician in the highest and best sense of the word politician, and every page of his works, and almost every sermon he ever preached were designed to inculcate the noblest ideas of civil liberty and the principles of the purest Christianity. He aimed to make all his pupils worthy members of a Christian commonwealth, and to this end he would make every pupil most keenly sensitive as a moral being to his own personal duty, occupying, so far as respects right doing, a position of absolute subjection to God alone, but of equally absolute independence of all human control in matters of opinion and conduct. That position of extreme isolation as to all human authority, and of direct responsibility to conscience, must be understood before we have a vivid sense of what Dr. Arnold comprehended in the word DUTY.

In determining questions of duty he said, "we should make use of all the means God's goodness has provided for us; we should ask counsel of friends, and listen to teachers; we should delight to be in the company of God's people, of one mind, and of one voice with the good and wise of every generation; we should be afraid of leaning too much to our own understanding, knowing how it is encompassed with error, but knowing that other men are encompassed with error also, and that we, and not they, must answer for our choice before Christ's judgment; we must in the last resort, if our conscience and sense of truth cannot be persuaded that other men speak according to God's will, we must follow our own inward convictions, though all the world were to follow the contrary."

Indeed he made it one of the highest personal duties "to keep alive our sense of our individual soul; of living in ourselves, and not pretending to live in the life of others." He calls those "dead stones in a dead building" who sink their personal existence in that of other men, "calling their belief your belief, and surrendering your conscience to their conscience," while those who keep their own personal life vigorous, having their own faith and their own love, "are living stones in a living temple."

As Dr. Arnold was most anxious to implant in his pupils a feeling of personal responsibility for all their opinions and conduct, so in all his entire administration as a teacher he never submitted himself to the dictation of others in a matter of personal duty. He would not have retained his post one hour if he could not have been free to act as he saw fit in accordance with his own best judgment. The policy of the institution over

which he presided was his own policy, both as to government and instruction, and not that of the overseers ; their duty being, as he thought, to inspect his work, and to displace him if they were not satisfied with the results of his administration.

He would never have received one word of direction as to what views of truth, on any matter, whether of religion or politics, he should advocate. As a teacher of history and as a Christian minister he had most decided views,* many of which were his own, and so boldly and pertinaciously did he maintain them, that he often awakened violent opposition ; but not on this account did he "bate one jot" of what he deemed to be his duty ; and for that reason his personal independence became the source of his strength, and laid the foundation of his fame in all lands.

It has long been the habit to praise Dr. Arnold as a model teacher. But we are persuaded that few comparatively are familiar with the real grounds on which his reputation rests, and there are fewer still who are in a position to do as he did, or who have the courage and character needed to do as he did, even if they were called to a similar station. Most certain it is, that with all our republican notions of liberty, few teachers of our public schools would dare to do, or be allowed to do, what the teacher of Rugby did in spite of the opposition of Oxford, and of nearly all the clergy of the National Church, of which he was a member. In this country a teacher soon learns that if he wishes to be popular, his instructions must be like that of the very acceptable preacher, whose sermons were always free from all topics on religion or politics. He may have earnest views of Christian duty, but he must teach science only. He may dearly love his country, but he may not lead his pupils to a knowledge of his political principles, much less may he try to instil them. Here the teacher is a public servant, employed to instruct in what are called useful branches, but the ends of learning, the application of knowledge to the formation of character, so far as that character depends on right views of duty, on proper aims of life, and on the powerful impulses of moral and religious considerations, are all deemed, quite too generally, as not belonging to the province of the practical teacher. To be sure, it is made his duty in the fundamental laws of the State of Massachusetts to give moral instruction, and train every pupil to the practice of all the moral virtues. This is an ancient and venerable requisition, established in the times when it was not made a dead

* The views above referred to are not those which have awakened very earnest discussion in this country, except where the Episcopal controversy has prevailed. It is believed that with most persons of that respectable sect in New England, the opinions of Arnold would not be offensive. In respect to metaphysical theology, Dr. Arnold was of the opinion that unity of *action*, rather than of *faith*, was the condition of real Christian fellowship.

letter by the fear of sectarianism and the still greater evil of indifference to all religious training whatever. But who does not know how utterly worthless are all prescriptive rules of right doing for the control of human conduct, even of young children, unless the conscience be brought under subjection to God's will, not only in respect to duties of formal worship or of personal affection, but in relation to the school lessons and every-day duties of the youngest and humblest pupil?

Therefore it is that Dr. Arnold's great example would be of so much service in the modes of school management and instruction in this country, if his great aim could be faithfully sought after by every teacher, which was to portray always and faithfully the proper functions of the Christian life, not in theory or any set theological formulary, but as applied to its actual "Course" in a world full of "Hindrances," and not wanting in "Helps," and as also applied to its consummation or "Close" in all that pertains to the "Hopes" and "Fears" of

"A being breathing thoughtful breath,
A traveller between life and death."

RELATIVE DUTIES OF PARENTS AND TEACHERS IN THE EDUCATION OF THE YOUNG.

A PRIZE ESSAY, READ BEFORE THE HAMPDEN COUNTY TEACHERS'
ASSOCIATION, MAY 12, 1854.

BY ABEL PARISH, ESQ., PRINCIPAL OF HIGH SCHOOL, SPRINGFIELD.

A WRITER of high authority has declared, that a parent has no more right to send out into the community an ignorant and reckless child, than he has to let loose a ferocious wild beast in the crowded streets of a city. After making all due allowance for any apparent exaggeration in the comparison, the *principle* remains sufficiently obvious.

In ancient Greece, the government of the country made the parent responsible for the crimes committed by the child. In Iceland, at the present time, it is said that the parent is punished for all criminal conduct of the child, when it can be made to appear that it has occurred through any neglect of the parent in his training and education.

The vast expense of the State, and the unremitted pains taken to prepare the rising generation for the proper discharge of their duties as citizens, imply a responsibility on the part of those who have in charge the education of the young, which can scarcely be overrated. General intelligence and correct moral

principle furnish not only the basis of prosperity and happiness of the people, individually and collectively, but are the real safeguard of a republican government for which no substitute can be found.

Again, the child ushered into existence an utterly helpless being, dependent on those who are his natural guardians and protectors, is to enjoy or suffer, mainly, according to the course pursued by those whose duty it is to prepare him for future life. He has an *imperative claim* then, that no reasonable expense or pains shall be spared in that preparation.

When moreover it is considered that the leading principles and habits of the young are so established during their minority that no after influence can materially change them, the importance of a suitable early education becomes still more obvious.

A French infidel is said to have asserted, that if he could have the exclusive control of a child during the first five years of his life, he could teach it to violate any law of God and man without compunction of conscience, ever after.

Prof. B. Silliman (Sen.), of Yale College, has expressed it as his opinion, after a long life of observation in his intercourse with students, that the general principles, habits and character acquired by a young man at seventeen years of age, will not often be radically changed in subsequent life.

The purity and perpetuity of our government^t, the moral sentiment and general prosperity of the community depend, evidently, more upon the influences that shall give character to children now growing up to manhood, than any and all other agencies that can be brought to bear on us as a nation. The characteristics of the domestic and social circles; the business relations between man and man; the mutual influences constantly exerted in our intercourse among ourselves, also those we are to send abroad, to affect in some degree the welfare of the whole human family, will reveal, in their every phase, the principles which have been instilled into the youthful mind by the educators of the present generation.

Parents are the *natural guardians* and *instructors* of their children. With proper qualifications and leisure, no assistants would ever be needed to aid them in their work. But such are the demands upon their time, such their cares and daily duties, that it is found impracticable on the part of most parents to devote the time and attention which the education of their children requires. Hence the necessity of employing others to aid in the performance of this duty, and to share in their responsibility.

In the work of education there are many reasons why mutual confidence, sympathy and thoroughly concerted plan and action are peculiarly necessary between the employer and employed. On the one hand, if Solomon's choice was a judicious one, on

the ground that in procuring wisdom he possessed the means of securing everything else that could contribute to his own personal enjoyment and welfare, and likewise the ability to do for his fellow-men what, otherwise, he never could have accomplished, — then should every wise and benevolent parent desire to bestow a suitable education upon his child, as the most valuable bequest he can make.

On the other hand, it should not be overlooked by the teacher, that however anxious the parent may be to secure a result so desirable, however abundant may be the facilities provided for the attainment of the object, should *he* prove *incompetent* or *unfaithful* in the duty assigned him, and for which he stands obligated, he casts mildew and blight upon the dearest interests of the future man.

If, according to the views already presented, the obligations of the parent are weighty, they are by no means diminished in fact, by being shared with the teacher. The former is not to let down his watch because another has undertaken a part of his labor; the latter assuming the office and duties of the parent in part, is so far bound to take upon himself the parent's responsibility, and discharge his trust with all the fidelity of a parent. While the teacher performs the labor assigned him, the parent should not only supply all necessary facilities, but carefully observe the spirit, skill and results of his co-laborers' work.

And here it should be remarked, that from the commencement, to insure the highest success, there must exist a deep and settled conviction on the part of both, of the importance of the end to be accomplished; an earnest purpose to reach it; and likewise a cordial sympathy and coöperation. So far as it is possible, a clear understanding of each other's views respecting a proper standard of education, the *purposes* to be accomplished by it, and the *processes* by which it is to be acquired, are all important in the mutual action of the parent and teacher. With a generous spirit of forbearance when faults may seem to exist, and a tender regard for the feelings of him who may appear to have erred, it will rarely be difficult to approach the offending party and seek explanations or present suggestions which shall heal all difficulties in a peaceful manner, and even establish a mutual confidence which shall be a future safeguard against suspicions and misunderstandings. The *nature of the object* for which and upon which both parent and teacher are to labor, should be most distinctly kept in view.

He who undertakes to transform the crude material of wood or metal into an article valuable for its utility or beauty, or both combined, may address himself to his task with a degree of confidence wholly unknown to the artist who undertakes to

mould the invisible, indestructible spirit of man. A mistake in one may mar, — nay, even destroy the material, without irreparable injury; but in the other, an impression is made, which, like the slight inscription of a name upon the smooth bark of a young and thrifty tree, is rendered more conspicuous by the lapse of time, and must remain as permanent as the undying spirit itself. The *intellect* must be so trained that it shall steadily increase in manly vigor, in keen perception, in skill and ability to compare accurately the proper relations of objects of sense; likewise perceive a suitable adaptation of thought and action to every circumstance in all the vicissitudes of life. The *moral feelings* should be cultivated in such a manner that the desire to gratify *self* shall not blind the eye of justice, nor recklessly trample upon the rights and privileges of a neighbor; that benevolence shall control every action, — that conscience shall stand a faithful sentinel at every avenue of thought, entering familiarly into all the counsels of the soul.

"*Manners* often make the man," and these need constant and skilful management. Great worth may be concealed under a rough exterior; great power and influence may be exerted, although the style may be anything but polished, yet it seems a needless defect of character when a repulsive manner is suffered to counteract every other trait of excellence. One of the old philosophers being asked to state some of the advantages of a good education, answered, that it enabled one to associate in an agreeable manner and confidently with his fellow-men. Such are some of the leading points on which the parent and teacher are to labor in common. There are many particulars relating to their reciprocal duties, to which only a brief allusion can be made. Most of these need only to be brought to mind to be rightly considered and disposed of; and those about which there may be a slight contingency, require only a candid mutual consideration to arrive at a true and just decision.

It has been said of the father of a large family of children, that at the beginning of the winter school, — having invited the teacher to dine with him, — while assembled around the family board, he made the importance of the school, the necessity of good order and obedience in it, with other kindred topics, the subject of conversation; and then in the presence of the children, said, incidentally as it were, that he trusted they would behave themselves well; that they knew no desire was so near his heart as their welfare; but if they justly incurred any punishment at school, he should repeat it at home, because he should regard an offence committed in school as an offence against *himself*, as well as against the teacher. What a ban is here placed upon every infraction of duty; what an impulse to right thought and action in the proper direction; what a cheer-

ing assurance to the teacher, and how delightful his task with such coöperation! But in a case like this, there is an obligation on the part of the teacher, to meet such a spirit with a corresponding forethought. But how shall he know that it does exist in any particular case, except it be incidentally brought to light? For safety, let him assume that such is the fact in every family within his charge, and act upon the premises till he shall learn to the contrary. It is true policy, sometimes, to express confidence, even in the dishonest, only put not yourself in their power to do harm. Confidence manifested begets mutual trust. Nowhere is it of greater service than between the teacher and parent. It is an important duty, an essential element of success, in order to do justice to those rightly disposed, and to guard against the disaffected, if any such there be, to become acquainted, as far as possible, with the views of all parents who have entrusted the instruction of their children to his care. The practice of many teachers of making a tour of visitation among their patrons, cannot be too warmly commended. Where the right spirit already exists, cherish, strengthen it; where it is wanting, create and cultivate it. This will afford a permanent basis for all future action.

The more minute details of school operations, although vitally important in themselves, must be noticed in the briefest manner; indeed, an extended notice of them is scarcely needful, if the spirit of the right kind can be created, and without it all devices to perfect minor details will prove but superficial, temporizing and shiftless modes of attempting to accomplish the work of education.

Let us now contemplate the pupil under the mutual direction of the parent and teacher. He is in turn instructed and controlled by each, and in all he does is responsible to both. Where the authority of the one will not reach, the other must. As the teacher is placed under heavy obligation for the faithful and successful discharge of his duties, it seems necessary before dismissing our subject, to allude to a corresponding obligation on the part of the parent to insure the regular attendance of the child on the teacher's instruction. No man could be reasonably held responsible for the successful performance of any labor, who should be restrained from entering his workshop or office one fourth, or one third of his time, and that at regular periods according to the whim or caprice of another; nor if the material upon which he labors should be removed from his hands for the same space of time. Such a proposition would be deemed preposterous in any ordinary vocation. But in the latter case the comparison is decidedly favorable. The watchmaker or engraver may lay down his tools, leave his work and expect on his return to find them and the material substance on which he had been

employed, in precisely the same condition in which he had left them. He can begin where he left off. But not so with the teacher. During his interruption by the absence of his pupil, other agents and influences have been at work, marring, obliterating and overlaying with other workmanship of a character totally different from his own. He cannot begin where he left off, but he must remove the rubbish, retrace the lines of his work, and toil on under increased difficulties. And happy would it be, if all the loss and retardation could be confined to the absentee alone. But alas! like a blow or pressure on a mass of liquid, where the force is communicated to every particle, not an individual in the little community escapes the baleful influence. Why is it that the whole body of tax payers are willing to see from 20 to 30 per cent. of their money worse than uselessly expended? The evil is for the most part a needless one, and seriously, directly and absolutely injurious to all parties concerned.

Our limits forbid even the mentioning of many important topics intimately connected with this subject. Some of them, such as self-control, patient investigation, conscientiousness in the performance of all duties, the lesson of obedience to wholesome requirements, comprehensive views and high aims and purposes, &c., &c., should have received, at least a passing notice. But from the general spirit and scope of this communication may be inferred the manner in which these subjects should have been treated. One grand principle controls all details relating to the great subject of mental and moral improvement of man. None but the honest, earnest, ardently devoted and conscientious laborer should ever presume to engage in this sacred vocation. The language of the poet has a fearful meaning,—

“ Oh! wo to those who trample on the mind,
That deathless thing! They know not what they do,
Nor what they deal with. Man perchance may bind
The flower his step hath bruised; or light anew
The torch he quenches; or to music wad
Again the lyre-string from his touch that flew,—
But for the soul, oh, tremble and beware
To lay rude hands upon God’s mysteries there.”

FIRST GATHERING OF THE SPRINGFIELD HIGH SCHOOL ALUMNI, JUNE 21, 1854.

FROM THE SPRINGFIELD REPUBLICAN.

THIS pleurably anticipated reunion took place June 21st, 1854, and was in every respect a most interesting and delightful renewal of old school memories and friendships. The alumni, embracing past members of the institution, since the occupancy of the school building on Court street, in September, 1848, together with the present members, were assembled to the number of some four hundred, to enjoy the happy greetings and cherished associations so congenial to the occasion. It was a noble and lovely gathering, and one which any city might be proud to look upon, much more to claim as its own.

A few minutes before 3 P. M., the procession, composed of young ladies and gentlemen, was formed at the High School and proceeded to Rev. Dr. Osgood's church, where a large gathering of their friends had previously assembled. After a voluntary from the organ, at which Henry Wilson presided, and after the audience were seated, the interesting exercises which were to follow were appropriately introduced with prayer by Rev. Dr. Osgood. Then followed an original song; and here we will remark that this and others that were interspersed during the exercises, were written for the occasion by James K. Lombard of this city, himself one of the alumni, and were finely executed by an orchestra of young ladies and gentlemen, also members of the alumni.

The first vocal performance ended, the audience were next entertained with a very interesting and instructive historical sketch by Ariel Parish, the Principal of the High School, and the presiding officer of the day. We have only space to indicate a few of the leading features in this and the subsequent addresses, which it would have been a pleasure to have reported in detail.

After alluding in his introductory remarks to the gatherings of the alumni of other institutions, and to the appropriateness and pleasure of adopting a similar custom in this, Mr. Parish happily congratulated those who, on the present occasion, had assembled to renew endeared memories of their Alma Mater, expressing also his own happiness in again meeting so many of his former pupils, and cordially welcoming them to the greetings and enjoyments of this day's reunion. The history of educational progress in this country was the next topic of remark. The early efforts of our Pilgrim Fathers in establishing schools and providing the means of education for their posterity, were briefly recapitulated, as was also the history of the Springfield schools, from the first effort in 1644 down to the present time.

The progress of improvement in the system of education, as it now exists, was presented in strong and amusing contrast with the condition of schools during the last century. In this review, the speaker entertained his auditors with many interesting reminiscences of former times; but we must pass to his closing remarks referring to the present High School and his own connection therewith. During the past six years of its existence, this school had embraced some 500 members, and it was a subject of congratulatory remark that its privileges had taken a wider and higher range than obtained under the old system of our forefathers; for the educational advantages in schools of this class at the present day were enjoyed with equal freedom by both sexes, whatever their condition in life. No institutions, said the speaker, were more nobly designed to establish equality and freedom than such as this, and those who listened to him could do no better service to their own welfare hereafter, nor to their country, than by sustaining the common school.

The singing of a beautiful hymn was followed by the next intellectual treat, viz., an address from William H. L. Barnes of this city; subject—The Individualism of Character. The address was eloquently delivered, and was replete with beautiful thoughts and patriotic sentiments. The qualities which form the constituent elements of character were defined with great force and impressive illustration; while incentives to a vigorous and perfectly developed intellect, and to the cultivation of pure affections and exalted purposes, were presented with a power and eloquence not soon to be forgotten by those who heard.

Another original hymn, and then came a rich and racy poem by James K. Lombard of this city. It was a Retrospect of the Country School and the City School, in which the former, with all the rudeness and uncongenial attachments pertaining to it in bygone years, was brought in striking and amusing review before the audience; while the latter, with all the advantages and pleasant associations imparted by a more intelligent and enlightened system of education, was held up in equally vivid portraiture and in most happy contrast. The present High School and its excellent principal, and the memory of departed associates, were incidental themes of appropriate and affectionate tribute; while the high duties devolving upon the living were made the subject of earnest and impressive appeal.

Henry H. McFarland, formerly of this city, but now of New Haven, was next introduced. The influence of experience on present and future character was in substance the theme of his address, and in its elucidation the great elements of a perfectly developed character, viz., power, independence, labor and integrity, were strongly brought out, and their relations to each other

were illustrated in a manner to be treasured in useful remembrance. In closing, the speaker bestowed an affecting tribute to the memory of deceased members of the school, enumerating them, one by one, from the first down to the last whose remains had been consigned to their final resting place, even during the progress of these exercises. These tenderly expressed remembrances of the dead were appropriate to the occasion, and affected many of the audience to tears.

In touching unison with this closing tribute, was an original song in the air of "The Mother's Farewell." It was sung by a quartette from the alumni of the school, the air by Miss Caroline Adams, the second by Miss Isabella C. Hamilton, tenor by Emerson Foot, and the bass by Dwight Clark. The performance was exceedingly beautiful and effective, and each part was admirably sustained. The air, by Miss Adams, was executed with a sweetness, brilliancy and power which fascinated every listener, and won the highest commendation.

The attractive exercises at the church were concluded with another song in the air of "Auld Lang Syne," in which the whole audience heartily and enthusiastically joined.

FESTIVITIES AT HAMPDEN HALL.

A social reunion at Hampden Hall in the evening, gave an appropriate and happy finale to the proceedings of the day. The hall was tastefully festooned with evergreen and otherwise elegantly decorated. Over the speaker's platform was the following motto wrought in evergreen, "WELCOME, SCHOOL MATES;" while in front was a giant urn, richly decorated with mosses, flowers and evergreen, and from it flowed that best of all beverages — cold water. Along the sides of the hall were ranged the tables, groaning with creature luxuries, and magnificently ornamented with vases of flowers — the work of many fair hands.

The company present numbered about 800, and a more happy and beautiful assemblage was never seen. The evening's pleasures were enhanced by vocal melodies and by the performances of Gemunder's Cotillon Band; and after partaking of the splendid repast upon the tables and prolonging the social interchanges of the occasion till nearly 12 o'clock, a portion of the company retired, but others enjoyed some of the small hours of the morning by mingling in the graceful dance.

About 250 of the alumni and about 150 members of the High School participated with their friends in the happy scenes of the day and evening. Some of the former came from Ohio, Michigan, Missouri, Virginia, New York, and many of the

adjoining States, as well as from all parts of Massachusetts, and there was one who had just arrived home from China, and another from Australia.

Thus ended one of the most attractive gatherings ever seen in Springfield. We are glad to know that it is not to be the last. A committee of the alumni meet this morning to perfect arrangements for their continuance in future years.

Republican, June 22.

THE DARK SIDE.

Written one beautiful May evening, after being shut up in the school-room all day.

They talk of the joys of a teacher's life ;
And say 't is a pleasant thing
To watch the young mind with ambition rife, —
To mark 'twixt good and ill, the strife
In the young heart's wandering.

Well, be it so ! there are drops of joy,
But they 're "few and far between."
While troubles and trials and cares annoy,
And thoughts of a fettered life destroy
The pleasures so seldom seen.

When the sun shines bright in the azure sky,
As in this sweet month of May ;
When the blue-bird and robin go warbling by,
Then the teacher looks with a longing eye,
To the woods and fields away.

Oh, were she free ; — were she only free
To follow the winding stream ;
To catch the sweet music of bird and bee, —
To list to the voice of the mighty sea, —
What bliss to her 't would seem.

But no ! be the morning e'er so fair,
Away must the teacher go,
To her daily task of toil and care,
Shut out from the pure and balmy air,
While the hours move dull and slow.

And then, when her hard day's work is done,
She steals away to rest.
She cannot join in the frolic and fun, —
All the buoyancy of life is gone.
'Tis a weary lot, at best.

Resident Editors' Table.

GEORGE ALLEN, Jr.,....*Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
C. J. CAPEN,*Dedham.* } { E. S. STEARNS, ..*Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE Twenty-fifth Annual Meeting of this Association will be held in Providence, R. I., at the Railroad Hall, on the 8th, 9th and 10th days of August.

The Meeting will be organized on the 8th, at 10 o'clock, A. M.

LECTURES WILL BE DELIVERED AS FOLLOWS :

On the 8th, at 11 o'clock, A. M., the Introductory, by Rev. Dr. Wayland, President of Brown University.

On the 9th, at 10 o'clock, A. M., by Rev. E. B. Huntington, of Waterbury, Ct.

At 3 o'clock, P. M., by Elbridge Smith, Esq., of Cambridge, Mass.

At 8 o'clock, P. M., by Rev. Edward Beecher, D. D.

On the 10th, at 10 o'clock, A. M., by W. Hooker, M. D., of Yale College.

At 3 o'clock, P. M., by George Sumner, Esq., of Boston.

DISCUSSIONS WILL BE HELD AS FOLLOWS :

On the 9th, at 11 1-2 o'clock, A. M. ; Subject — Arithmetic. Discussion will be opened by Nathan Hedges, Esq., of Newark, N. J., and Dana P. Colburn, Esq., of Providence, R. I.

On the 10th, at 11 1-2 o'clock, A. M. ; Subject — Geography. Discussion will be opened by George Allen, Jr., Esq., of Boston, and Richard Edwards, Esq., of Salem, Mass.

On Tuesday, the 8th, at 4 o'clock, P. M., the Institute will meet for social intercourse.

Gratuitous entertainment for Ladies will be provided by the citizens of Providence. The Railroad fare has, for persons attending the Meeting, been reduced one half, by the Eastern, Western, Providence and Worcester, and Boston and Providence Railroad Companies.*

THOMAS SHERWIN, *President.*

D. B. HAGAR, *Secretary.*

Boston, July 13, 1864.

* See ultimate R. R. arrangements in the Boston Evening Papers of the 4th and 5th of August.

MR. VON HEERINGEN'S NOTATION.

From the Leipzig Illustrated News, June 13, 1852.

MR. EDITOR:—Have you ever heard of a man who while fighting a duel should turn the deadly weapon against himself, and fire it into his own heart, instead of pointing it against his antagonist? Something similar you witness to-day. I appear once more in the battle field; but this time not to attack Mr. Von Heeringen's system, but to correct some of my former statements. It is not however the last challenge of this stormy reformer that compels me to do so. Such a motive would make me blush. No one but myself can command me; and indeed I do not always follow my own directions.

Like the Ptelomy who, to advance science, banished some of the poor Alexandrians and killed others, so Mr. Von Heeringen, had he the power, would decapitate all who oppose his system. For the sake of such a man I shall never write a word. What you read to-day was prepared before I saw the Illustrated News. What then, you ask, has caused me to mention the new system again, after having stated that I was done with it? Ah, Mr. Editor, you remember the story of the old Professor of Erlangen, who having nothing left but skin and plasters, still studied as though he feared the worms would not find ideas enough. Such an old curiosity am I. Whenever I can learn anything, or push anything forward, I am unable to stop, notwithstanding my weak constitution bids me cease. The new notation made me constantly restless. Day and night it whispered "Thou hast not taken pains enough to examine me. Be not moved by my opposers." One who uses old things to aid him in forming an opinion of a new is always wrong, says Laube. In short, *volens volens*, I had to apply my mind to the system again, and was astonished not a little when I entered a clear and beautiful garden, simply, neatly, and plainly arranged, when before I expected to find a dark Labyrinth. I met questions which never before would have made their appearance, and received answers which taught me that the new system contains more valuable material than the world has heretofore been willing to see. Perhaps in a separate work I shall demonstrate how far the new system excels the old. Here I shall only correct some of my former opinions.

In my former article I stated that the method of representing sounds *step by step*, in regular scales, would help the singer to give the precise pitch; since the eye would then be brought to the assistance of the ear. I also stated that this assistance was lost in the new system, as several of the scales are made irregular by having on some degrees no notes at all, and on others

two instead of one. Such ideas appear well on paper, but in reality the thing is by no means so. It is true that for the eye there exists a regularity like the steps of a ladder, but the ear does not go by that, nor is it benefited thereby. In the major scale the steps from the 3d to the 4th, and from the 7th to the 8th degrees are smaller intervals than in the other degrees. In the minor scale the steps from 5 to 6, 6 to 7, and 7 to 8, are sometimes smaller and sometimes larger, according as the scale is used for harmonious purposes. Now if the intervals of a scale should appear to the eye on paper precisely as they do to the ear, it would be necessary to represent the half, whole and superfluous tones smaller and larger according to the distances of the intervals. The singer must accustom himself in the old, as in the new scale, to contradictions. He must often imagine the intervals sometimes nearer, and sometimes more distant than they appear to the eye. The old Notation has, in this respect, the same imperfections as the new, and even more; while the latter dispenses with all chromatic signs for elevation and depression, such as single and double sharps, single and double flats, natural and sharp, natural and flat, &c., and the old is anxious to preserve all these characters, which it has invented, as a hobby, and which by no means makes the written harmony correspond to the tones as they seem to the ear.

I ask you which of the two here following notations is the simplest, and which brings the writing part more in harmony with the tones as they appear to the ear, that under 1, or that under 2?

(Remark; write the example out in notes) 1, g, g sharp, g double sharp, g with a natural — 2, g white, g black, a white, and g white, (sole, see, la, sole)? After all, what is the Notation by regular steps good for? *Do we only sing and play by scales?* Or do we not much oftener sing and play in skips or all kinds of intervals? But this leads to further investigations. The new Notation makes it more difficult to sing the precise pitch than the old, so say the opponents of Mr. Von Heeringer, and I have said so too. Let us see what is true in this objection. The old Notation teaches, for example, the interval f and g sharp, (write it out in notes,) is a superfluous second; you cannot, says the teacher, alter this interval, but you must sing it always the same for yourself and the whole world; but you can, for the eye, write this interval in four *different* ways — f and a flat, or e sharp and g sharp — thanks to our beloved flats and sharps; I can drive this still farther and write e sharp and a flat. If the pupil asks the teacher, in his innocence, Why are these two tones written in so different a manner? What is gained by it? The teacher will say "Although the above is proved to be an error, we gain the uniform scales;" and he

adds, "still more, we gain beautiful double and triple meanings, melodical, harmonical and enharmonical scales!!" But no farther questions and dispute: come here and sing for me the superfluous second f and g sharp, in perfect intonation, very true.

Now you look upon the smiling, satisfactory and selfish face of the teacher after the pupil has tried his best, but made a miss! Nespa, my dear pupil, that is difficult. But never mind, never mind, don't be ashamed. I and the most skilful teacher would not be able to sing the interval better, if written in this manner, if we did not have an excellent remedy. Don't imagine this interval as a superfluous second, not as f g sharp, but take it as f a flat, or as e sharp and g sharp; impress the interval differently in your mind from what it actually seems on paper, and you will sing it right at once.

Unfortunately Mr. Von Heeringen, who intends to pay the teacher a visit, hears this conversation while opening the door, and says to the teacher, Sir, are you not ashamed to teach the pupil such trash, and to trouble him in such a way? If you count from f to g sharp you count from 1 to 4, from 1 4 you count from f to a flat, and from e sharp to g sharp, and from e sharp to a flat. This relationship of numbers is according to the really unchangeable and in fact existing intervals a fourth; why then do you call this for the ear, always one and the same interval? once a second, once a fourth, and twice a third? Why do you write it four times differently, notwithstanding it can never be executed but in the same manner? And the American enemy and demolisher of these optical deceiving characters is right. Every sound has but one unchangeable pitch as well on the piano keyboard as on any other instrument, so in fact for the singer (of the enharmonic differences farther down,) and may therefore have but one place on paper, and surely enough on but one name. If we count from any one key on the piano to the very next one, we count from 1 to 2, and from 1 to 2 is a second. Do we count from any one key to the second next we count from 1 to 3, and from 1 to 3 is a third. If we continue constantly to count this way we will find in Von Heeringen's Division (octave), our chromatic scale, the following distinct, unchangeable, never and nowhere differing intervals:

Doe: dee, Doe: ray, Doe: ree, Doe: me, Doe: fa, Doe: fee, Doe: sole, Doe: see, Doe: la, Doe: lee, Doe: pa. (Write it out in notes).

This is all that it is necessary to say about intervals, (all for harmonial purposes otherwise necessary intervals); ninths in the old, and fourteenths in the new system are easy remembered, which shall be shown elsewhere. Never does the pupil find it necessary to learn anything about large, small, diminished,

double diminished, superfluous and double superfluous, (stöff). From whatever sound you wish to have an interval, it has always only one name according to the number of sounds of which it is (in the chromatic scale) constructed.

If you never have troubled yourself about an interval in your whole life, you have learned now all intervals that really do exist for the ear, in the compass of a division, and you can give or show every interval from any given key.

If one would give you, for instance, the Key Dee, and ask you to show the eleventh, you certainly will count up to the eleventh key and will come to pa.

You cannot miss it because there is only one eleventh from Dee, and we have not a small 1-11th or a large 1-11th or a diminished 1-11th or a superfluous 1-11th &c. There exists only one 1-11th or undecime. And it is perfectly the same whether you take the interval above or below, whether the fifth above or below for instance. In the former case, in the old system, you count from 1 to 5 ascending, and in the latter case from 1 to 5 descending. Now sir, please ask one to teach you all the intervals that you have learned in the new system in a quarter of an hour, according to the old system, and see in what time you will be done. It is true this advice is a very unreasonable one, because you would have to give up the editorial business for many days, many weeks if you wish to get hold of all the intricate different small, large, perfect, imperfect, pure, impure, diminished, double diminished, superfluous, and double superfluous (things) intervals, and even if you should pretend to have learned them in a few easy keys and consider yourself a very smart interval Professor, I would give you anyhow some questions that would puzzle you. In cracking such hard nuts, you would soon become desperate. The advantage of the new system, even for the singer, is easily discovered and comprehended. It is a fact in regard to this. The Notation shall produce an image in the mind of the singer, of the descending and ascending movements, but neither the new nor the old Notation is doing this in an absolute or positive manner. One and the same distance of sound appears in both systems on different degrees of the staff. The interval 1 to 4 can appear in three different distances of sound in the old Notation, when it every time belongs to a different scale and is commenced every time on a different key for instance.

1) C flat; d, 2) f a flat, 3) f double sharp and b flat.

Under 1) is the interval, a superfluous second, and the singer must, instead of imagining the Key C, think of the next key below, which is B; he must in his mind make the interval larger than it appears on paper when it seems to be more contracted. Under 2) is the interval a small third; the singer must think of

the next key below A instead of A itself, and must therefore make, in the mind, the interval more narrow than it appears on paper. Under 3) is the interval a double diminished fourth; it appears to the eye much larger than it is to the ear, and the mind has to make a double process in transposing the lower note two keys ascending, and the higher note one key descending. This interval appears in the new Notation as follows: No. 1, Pa, ray; No. 2, fa, see; No. 3, sole, lee.

Therefore, in the distance of space only twice different, while in the old Notation three times, and consequently already here simpler; but we must also consider that for the singer every interval appears constantly under the same note, picture or character, (note,) but that in the old Notation every sound appears under different note pictures f, i, C flat or a double sharp. Again we must take into consideration that in the new Notation appears every sound under the same note, or is represented always by one and the same character, while in the old every sound is written by three different notes. The interval above under number 2 fa, see, can never appear different, but in the old Notation it appears under four different note pictures, thus: f and g sharp, e sharp, g sharp, f, a flat, e sharp, a flat.

I ask you now which Notation is, even for the singer, the simplest? The one which represents every sound constantly by one and the same unchangeable and positive character, always on the same degree, and has but one unchangeable name for it; or the one that represents each sound by three different notes on three different degrees of the staff, and has three different names for it? The further we follow the consistency of the new Notation, and the more impartially we examine it, the more shall we discover the *great rubbish* with which our old Doctrine is overloaded and full of. If we take the sharps and flats away the whole enharmonic falls to ashes, and one will see with astonishment that they are nothing but a mere *imagination and idle pretension*, of which the practical music, as we exercise it and as our ear receives it, knows nothing at all about. Has the piano enharmonic sounds for the ear? Can you, defenders and candidates of the enharmonic, tell me whether I strike C or D flat? Can you, blindfolded, tell me whether the new piece which I play for you is written in f sharp or g flat major? But on the violin, I hear you say, and on the stringed instruments I can give the enharmonic differences! I can slide down from C sharp to D flat! If you are so fond of these differences you may do so, but you must not believe that you will effect any thing at all materially with it. Gotfr. Weber has already seen that the enharmonic difference is a mere trifle, and our ear hears hardly any thing of it, and that we very easily may adopt for all enharmonic intervals one and the same key. But if so why then have different writing and different names?

We find in many works, particularly from Sphor, one and the same sound in one part as D flat, and in another part as C sharp, just as it appeared to him the easiest for the singer to sing the interval. The master will never expect that in these together appearing sounds a difference shall be noticed. Does a violinist in a duet with the piano make a difference so fine that we cannot hear it, such difference is certainly useless; if he gives the difference distinct, then we say he scratches. I don't know in what work I have read that the Germans will rather be killed than to give up *the dot over the I*. If simplification, if dispensation of superfluous things is not a merit, why is it that Gotfr. Weber's simplified system of harmony is taken in use? Why have we not the 3600 chords of Knecht, under which are no less than 720 discords? Everything which a doctrine simplifies and makes surer and more consistent is an improvement. This the new system does even in regard to the science of harmony, as I shall hereafter show. The new system does not rob the ear of anything at all, while it relieves the eye, by its clear and simple notation, of much perplexity. We may finally mention the most important and fearful objection, namely, What good does all talk and proof for the new system do, (so they say) if not all previous masterpieces shall be lost to us? We must learn the old Notation, and now besides that the new, and so we must learn more!

And why not? Do we not learn several languages in order to read works in other languages? Do we not translate for those who do not understand foreign languages, the best works? Have we not translated musical compositions, whole operas, Oratorios for the Piano? And do we not change and alter and improve daily the old Notation? Do we not banish more and more Clefs? Is not the discant Clef Alto and Tenor Clef almost entirely ceased and superseded by the Treble Clef? Many modern singers don't know the discant Clef, and cannot read pieces written in that Clef, and must after learn it, if they wish to perform such a composition. Six hundred years has music been written by Neumens; they were in general use, and are gone long ago. We have had in musical Notation the worm, then the caterpillar, and now the butterfly is come out, but he has found a cold climate; a very icy breath touches him from every direction, and uselessly he tries to put his wings in motion to fly amusingly up. Whether he will ever succeed, I don't know, but I say according to my present knowledge of the subject, he deserves it, it is to be hoped that he may. It is a pity that the new system is not already in full operation, and that we must still teach the old! How much easier would the pupils make a quick progress in composition than now? But

even for the old theory, much may be gained if one would make use of the discoveries to which the new doctrine leads.

J. C. LOBE.

This remarkable document is certainly an iron monument to Prof. Von Heeringen, as Lobe is one of the best authorities, and it affected the opposition like an electric machine.—*Exchange Paper*.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventive and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President*.

Boston, May 12th, 1854.

THE
MASSACHUSETTS TEACHER.

Vol. VII, No. 9.] JOHN KNEELAND, EDITOR OF THIS NUMBER. [September, 1854.

AMERICAN INSTITUTE OF INSTRUCTION.

THE meeting of the American Institute of Instruction, of which we give an extended account in this number, was one of the most successful ever held by that body. Nearly two thousand teachers, and friends of education from different parts of our country, mostly, however, from New England, were present; and among these, were some of the most distinguished educators in the land. We doubt if a larger company of teachers ever assembled in this country; and rarely is it that an association of any kind brings together so many individuals, noted for their ability, intelligence, and earnestness.

The lectures delivered during the session were of the highest order. The Introductory, by Dr. Wayland, detailed the progress of education during the last quarter of a century, and indicated the direction of its progress in future. It was characterized by that complete knowledge of facts, philosophical analysis, clearness of illustration, and aptness of expression, for which he is so distinguished, and was listened to with marked attention. It received much praise, and will, we believe, do great good. The Rev. Mr. Huntington's lecture was mostly a comparison between uneducated and educated individuals and communities, for the purpose of showing the development of a love of Beauty. It was well written, and happily delivered. The lecture of Mr. Smith was a fine, scholarly production. It evinced a thorough knowledge of the subject, and a warm love of all the works of genius. We heard this lecture highly praised by those whose commendations are not easily won. Dr. Beecher's lecture was philosophical, forcible, and eloquent; Dr. Hooker's, illustrative and practical. Mr. Sumner's was full of interesting facts and

observations relating to the state of education in some of the European countries. His language was elegant, and his manner of delivery graceful and winning. This instructive lecture was a most fitting close to the series, and like all the rest was marked by high thought and progressive aims.

There was not so much time for debate as usual, and, therefore, the discussions did not take so wide a range, nor call out so great a variety of talent, as on previous occasions. The remarks of Messrs. Hedges and Colburn upon teaching Arithmetic, and those of Mr. Edwards upon Geography, were eminently practical, and illustrative of the best methods of teaching. The most extended discussion was upon the resolutions referring to the murder of Prof. Butler. We have given full reports of the debates from the notes of the phonographic reporter, Mr. Thompson, of Providence. Of the lectures, we give but slight sketches, as they will, undoubtedly, be published, in full, in the Society's volume of Transactions.

The exercises of the meetings were enlivened by music from a choir under the direction of Mr. Charles M. Clark. They performed with skill and taste, and contributed much to the interest of the occasion. Each performance received unmistakable tokens of the gratification it afforded.

We cannot close this sketch, without noticing the unbounded generosity of the good people of Providence. They received us with open homes and hearts. One thousand guests were the recipients of their hospitality, and yet there was room. The Library and Cabinet of Brown University, the Athenæum, and the various Reading Rooms of the city were thrown open to us, and were visited by hundreds. Nothing that could administer to our comfort and gratification was left undone. The liberal entertainment on Tuesday afternoon, and the excursion down the Bay on Thursday evening, were only the public manifestations of that generosity which each one was enjoying in the homes of the citizens. Through the indefatigable exertions of John Kingsbury, Esq., of Providence, every arrangement was made for the meetings, every convenience supplied, and all without expense to the Association.

The Institute has always been received as an honored guest, wherever it has gone. It never has complained of coldness on the part of those it has visited. But never, it seems to us, has it been received with such universal favor, and such substantial tokens of good-will as now. Perhaps it was this open-hearted reception, that gave to this meeting a charm, almost beyond anything experienced before. Sure are we, that, in the minds of the members of the Institute, the goodly city of Roger Williams will be associated with all that is warm-hearted and hospitable.

PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION.

TWENTY-FIFTH Annual Meeting, holden in the Central Railroad Hall, Providence, R. I., Aug. 8th, 9th and 10th.

TUESDAY, AUG. 8TH., 10 O'CLOCK, A. M.

The President of the Institute, Thomas Sherwin, Esq., of Boston, Mass., called the Institute to order and addressed those present as follows : —

Gentlemen of the American Institute of Instruction ; — We meet this day under cheering and happy auspices. Many, indeed, of our original members, having done their work on earth, have passed away to receive their reward. The lapse of twenty-four years, since we commenced, has blanched the locks of many among us ; but we trust it has not deadened our zeal, or abated our earnestness and interest in the holy cause of education.

We come together at this time to cheer each other on in the work ; to shake off the dust of apathy, if unhappily any may have fallen upon us ; to hearken to lessons of wisdom from lips abundantly able to impart it ; to learn our errors and the means of correcting them ; to ascertain the cause of our past failures ; and to learn the secret of success in the future. We hope also to hear something of the condition and prospects of education in various parts of our own country, and in other lands which, though subject to foreign rule, have our hearty sympathy in every thing that tends to enlighten, elevate, and refine human character.

The great safeguard of our own stability as a nation, and of our success and respectability as individuals, is culture — intellectual and moral ; and what we most prize as essential to our *own* welfare, we hope to see enjoyed by the whole world. Miserable indeed is the Government whose safety is based on the ignorance and superstition of the million ; but no tyrant, whether monarchical or democratic, can long oppress a land in which the youth are well educated, and in which the masses read, think, inquire, and form opinions based upon their own investigations.

Many, who are now earnestly engaged in promoting education in the great and rapidly growing West, and in the sunny climes of the South, went out from our own New England. *This* is the home of their childhood, the scene of their early joys and sorrows, of their struggles and successes. We trust that they have not forgotten to come up to this jubilee to tell us how the germs of knowledge flourish under their culture.

Our hearts are gladdened by the presence of so large a number of ladies. Constituting, as they do, a large proportion of

our teachers, the interest which they manifest in their work is no unimportant item in the world's progress. They cannot, indeed, under the present order of things, become presidents of the United States, or judges of the Supreme Court; but they may materially assist in *raising* up presidents who shall be wise and patriotic, and judges who shall be incorruptible and who shall decide according to the immutable laws of justice and right.

We invite and welcome to our meetings all who wish to participate with us. We trust that our deliberations will be characterized by courtesy, harmony, and kind feeling, and that each one of us may be enabled to gather up some new element of success, and gain some accretion of strength and alacrity to prosecute more successfully the work to which we have devoted our lives.

John Kingsbury, Esq., of Providence, R. I., rose and said: — Mr. President, the pleasing duty devolves upon me to welcome you, and these strangers to the State of Rhode Island and Providence Plantations. Deputed by a committee of the Rhode Island Institute of Instruction whose name was borrowed in part from your own, sir, — the Society under whose auspices the arrangements for this meeting have been made, — I tender to you their most cordial welcome.

We remember the meeting which you held here fourteen years ago, the happy influence of which is still felt throughout this City and State. We have evidence of this in the assembly which you behold before you this morning. We feel it to be a compliment, sir, that you have selected this city as the place for our Twenty-fifth Annual Meeting, — our Quarter of a Century celebration. It gives us great pleasure to meet gentlemen on the present occasion who were with us twenty-five years since, when this society was organized. We trust that the blessings which will be conferred by this meeting, and the results which will be attained, cannot be measured in a long series of years, perhaps not this side of the limits of time. Permit me, then, to welcome you and this Institute to our hearts and homes.

Elisha R. Potter, Esq., Superintendent of Public Schools in Rhode Island, addressed the Institute as follows: — Mr. President, — I am happy, sir, to have the pleasure of welcoming you to this city in behalf of the teachers of the Public Schools of the State of Rhode Island as their official Representative. Your last meeting here, sir, was the means, as the gentleman who previously spoke has remarked, of doing us a great deal of good. We hope we shall be able to give you a good account of what has been done since; we hope we shall be able to show that we have made some progress in our State; we hope that the present gathering will be the means of stirring up effort in future. In behalf, then, of the Teachers of the Public Schools of their State I give you a most cordial welcome to Rhode Island.

Professor William Gammell spoke as follows : — Mr. President, it becomes my duty, in behalf of the School Committee of the City of Providence, to express to you their pleasure in meeting you on this occasion. When it was first proposed to invite the American Institute of Instruction to hold their next Annual Meeting in this place, the School Committee instructed their Superintendent, together with the Members of the Institute, and friends of education here, to make the requisite preparations for this meeting ; and, sir, we have dismissed our public schools one week earlier than our usual time, in order to give our teachers an opportunity to mingle in the deliberations and share the benefits of your meeting. They are here to-day, and with them the friends of education in this city, the guardians of our public education, the citizens of Providence of all degrees and orders, to sympathize with the objects for which you have assembled, and to lend whatever aid may be in their power. We remember that our early instructors have been with you from the beginning of this Society. We are by no means indifferent to any interests which it is the duty of this city to promote. We claim to have done something, — at least, to have attempted something, — in the way of rearing a fabric of education that shall be honorable to this city, and in accordance with the high standard of education throughout New England. To all our institutions, sir, we are most happy to welcome and to introduce the members of this Institute ; and we wish you all to feel, sir, while you are here, that you are in a community made up of the friends of education, — of brethren and fellow-laborers in the promotion of the objects for which you are organized ; and, sir, we wish you every benefit and every pleasure in this meeting ; while for ourselves we hope to share in this pleasure, and to receive this benefit, and to behold it distributed throughout the community.

Rev. Dr. Caswell, of Brown University, next addressed the Institute.

Mr. President, — The Committee of Arrangements, for this occasion, have requested me to represent, in some sort, the interests and sentiments of the University of this City. I think, sir, that it would have been more judicious for them to have called upon him who is at the head of that University. He would have made a more magnificent speech than I possibly can. You will not, at all events, expect me to make such a speech as he will deliver by and by. I come to represent the interests of the University, and to assure the ladies and gentlemen engaged in the very honorable and most useful profession of teaching, that, so far as I know, every member of the University sympathizes with every teacher here present, and that every member of that institution holds in the highest

estimation the labors of every public school teacher throughout the land.

I was reading, a short time since, in one of the New York papers, an intelligent letter from Genoa. I thought that that letter alluded most aptly to our beautiful system of Common School Education. It showed the immense difference between the characters of a people educated as our own are, and as the masses seem to be, in the Papal States. The purport of that letter was, that there exists a most determined hostility in the Papal States to the introduction of railroads and electric telegraphs. There had been a great deal of sickness, and the vine had been blasted for two years; and the common people could not be made to believe that this was owing to anything else than the introduction of railroads and the electric telegraph. This view of matters was so fixed in their minds that the common people took active measures to break up the roads and obstruct the progress of public improvements, so that the Government, in order to allay animosity, have instructed the priests and local authorities to teach the people that the prevalence of cholera and the blight of the vine is not owing to the introduction of the telegraph and iron roads. What a pity it is that the schoolmaster and schoolmistress have not been abroad in that land for the last three centuries! If they had discharged their duty there for the last three centuries as they have here for the last two, there would have been no occasion in the nineteenth century to instruct the people that railroads do not necessarily produce a blighting of the vines.

We are interested, Mr. President, in another point of view. I speak now in behalf of the Members of the University. Education is progressive. I think it has been said by very wise men and by wise mothers, that the most important instruction given is that given in the nursery; next, that given in the Primary Schools; and so on, till you arrive at the University, where, if the students have been well taught previously, it does not make so much difference what instruction they receive, they will carry on the work themselves; they get to be master workmen, and know how to build themselves, so that, in proportion as the work is well done in the beginning, our labors are greatly facilitated. I think, judging from an experience of thirty years in the business of Education, that in no one thing have we improved more than in the character of our elementary and higher schools. The work seems to have been begun judiciously, and much, I think, is owing to the labors of this Institute. I speak of this disinterestedly, because I have not acted with you, except by sympathy. I think that much has been done by this Institute in diffusing true methods of procedure, and in elevating the character of teaching as a profession, for it has now become

distinguished, and can never be otherwise, until the people retrograde, and are recreant, I may say to their truest and highest interests. You are teaching the young how to become educators, and the generations next following will be blessed by your labors, and the fruits will be seen in a broad, wide-spread diffusion of knowledge, making men and women of whom the greatest nation on earth may well be proud. I welcome you most heartily in behalf of the University of this City, and to all the immunities and privileges thereof.

At the conclusion of this address, the President of the Institute briefly responded :

Gentlemen, — You have addressed the Institute through the chair on the part of the people, the Teachers of Rhode Island, the School Committee of this city, and on the part of the justly celebrated University established here. I simply remark that, when the heart is full, sentiments may exist, but words often fail. Please, for the present, receive for yourselves and for those several bodies whom you represent, the hearty thanks of this Institute.

A prayer was then offered by Rev. Samuel Wolcott, of Providence, R. I., after which,

The following hymn was sung by a choir of young ladies and gentlemen present, under the direction of Mr. Charles M. Clark : —

God of our fathers, to Thy throne
Our grateful songs we raise,
Thou art our God, and Thou alone —
Accept our humble praise.
Unnumbered benefits from Thee,
Are showered upon our land ;
Behold ! through all our coasts we see
The bounties of Thy hand.

Here, Lord, thy gospel's holy light
Is shed on all our hills ;
And, like the rain and dews of night,
Celestial grace distils.
Still teach us Lord, Thy name to fear,
And still our guardian be ;
O, let our children's children here
Forever worship Thee.

Mr. John Kneeland of Dorchester, Mass., was appointed Assistant Secretary, on account of the onerous duties of the Secretary of the Institute.

The President then introduced to the audience the Rev. Dr. Wayland, President of Brown University, who, after alluding to

the fact that it was his privilege to deliver the Introductory Address before the Institute, at its first meeting, twenty-four years ago, went on to speak of the changes which had taken place in our system of education since then. These changes indicated progress. He mentioned as improvements, the gradation of schools, the appointment of a larger proportion of female teachers, the employment of superintendents, the methods of teaching, the change in our School Houses, Normal Schools, Teachers' Institutes and Associations, &c. He then proceeded to show what progress might still be made. Enumerating the faculties of the mind, he contended that our modes of educating should conform to them; that the perceptive faculties and memory should be cultivated in early childhood, and the reasoning at a later period. He exhorted all to address themselves with renewed zeal to their work, remembering that much of the weal and woe of the next generation depends upon them.

At the conclusion of Dr. Wayland's address, Geo. B. Emerson Esq. of Boston, Mass. rose and said:—Mr. President,—I desire to thank the Gentleman who has just given us a discourse so full of wise suggestions. Certainly no man living could be more suitably selected to give instructions to such a body of teachers as this. I remember sir, and *you* remember, the time when this Institution was an untried experiment. Then, when a few assembled to make an effort to build up the cause of education among the teachers themselves, we looked around to see who could help us most, and we fixed our eyes on Dr. Wayland. Who has a better right *now* to give us instructions than he who, twenty-five years ago, gave the best lesson to teachers that has ever been imparted? I have never heard or read a discourse which moved me so deeply or affected me so much as did the discourse originally delivered as the Introductory Address before this Institute at its first meeting, in Boston.

Allow me, Mr. President, although it may be a little out of season, to allude to the welcome we have received in this hall. With a distinct recollection of the kind manner in which we were received many years ago, I am not disappointed at this reception. I am exceedingly delighted, moved, and gratified. The gentleman who has welcomed us on behalf of the committee of arrangements, is the very man who has a right to welcome such an Institution; and who, I may ask, has better right than the School Committee of Providence, which has for so many years been doing so much for education, in building up public Schools and rendering not merely property more valuable, but life itself safer and dearer? Sir, I venture to say that there is not a man or woman who breathes God's air in this atmosphere of liberty, who does not think life infinitely more

precious now that they may send their children to the best schools, provided at the public expense, in the liberal manner in which they are maintained in the city of Providence. Who, sir, has a better right to welcome us than that gentleman, the successor of Henry Barnard, whom Pres. Wayland characterized as a man going about doing good, and carrying the elements of education into every village of this little State? Who has a right, if not the gentlemen connected with Brown University to welcome us, an Institution which has been rising educationally ever since we have had our eyes upon it, and the head of which has never for a moment from the beginning of our existence as an Institution to the present hour, looked down upon us, but has considered it a worthy act, a noble work to come forward and help us, urging us on by his example, pointing out the great work we have to do and how it is to be done? These are the men by whom, and this is the place where we delight to be welcomed. From my heart I thank these gentlemen; I thank the people who have delegated the right to greet us to persons so suitable.

I would move, sir, that the thanks of this Institution be presented to Dr. Wayland for this able and instructive address, that a copy be requested for publication, and that if the request be granted, 10,000 copies be printed for general distribution.

Dr. Hooker, of Yale College, rose and said: Mr. President, I cannot repress my feelings in regard to the very generous welcome which has been given us by the gentlemen who have had the management of the arrangements on this occasion, in the city of Providence. My connection with this Institute dates but one year back. I went into the meeting in New Haven intending to make only a single visit, but after once having entered, I could not withhold my attendance during the whole of its sessions; for the interest which I felt in the discussions on that occasion was of such a depth that I could not possibly stay away. A beautiful feature of this Association is, that men and women can gather here from all parts of our country, and as a subject is presented, one thinks "those are precisely my views, I have thought out precisely the same truths, from my experience in the school-room, I have arrived at the same results." I was led to this thought on hearing President Wayland descant upon the proper mode of education. His views and mine so exactly coincide, — for I have been engaged in preparing an address for this occasion, — that, though I can hardly say that he has taken the wind out of my sails, I can say that he has taken views of the subject of education similar to mine, though I looked at the subject from a different standpoint. He is President of a College, I am but a humble

laborer in the cause. I cannot take so large a view, but, so far as I have been permitted to survey the same ground, our views are entirely coincident. I repeat that this is a delightful feature that, mind answers to mind; we do come to common results in our experience and education, and it is pleasant thus to come together, and awaken an interest in each other's minds on this important subject. Dr. Hooker was followed by

Mr. John D. Philbrick, of New Britain, Conn. I rise, sir, to second the motion made by the distinguished gentleman from Boston, and I do it, sir, with pride and satisfaction. I have a personal interest in this matter. In the State of Connecticut it is a day of effort, and I may say a day of some degree of progress. As I listened to this address, I thought that if I could take it in my hand and traverse the state of Connecticut, and put it in the hands of the most intelligent people, it would produce a more powerful effect in promoting progress there than any means I can now think of. The gentleman on my left, who has just taken his seat, has alluded to the discourse delivered before this Institute at its first meeting. I have read that discourse, recently, with most intense pleasure and with great profit, and I would express my entire approbation of the praise which has been bestowed upon that production. I regard this opportunity of listening to this address as really an event in my life, and I would say to my younger brethren that, if they shall live a quarter of a century longer, they will look back upon this day as an event in their lives worthy of special remembrance.

Mr. Emerson's motion was carried unanimously.

Voted, upon motion of Mr. John Batchelder, of Lynn, that the Local Committee, Messrs. Kingsbury and Green, be appointed a Business Committee.

The President then read a note from the Vice President of the Providence Athenæum, tendering in behalf of the Directors of that Institution an invitation to visit the Athenæum, and also offering the use of the Library during the sessions of the Institute; also, a letter from Mr. R. A. Guild, in behalf of the officers of Brown University, inviting the members of the Institute to visit the Library and Cabinet of that Institution.

On motion of Mr. Gideon F. Thayer, of Boston, it was voted that these invitations be accepted, and that the thanks of the Institute be presented to the Directors of the Providence Athenæum and to the officers of Brown University for their kindness and courtesy.

Mr. Batchelder, of Lynn, after stating that it had been usual on these occasions for a large number of gentlemen from other States to come to this Association for teachers, and also that it is usual for many teachers to assemble here in expectation of hearing of situations, moved the appointment of a Committee to

receive the applications of gentlemen wishing to employ teachers, and also of applicants for situations as teachers. Voted, that the Committee consist of Messrs. John Batchelder, of Lynn, William H. Wells, of Newburyport, and Daniel Leach, of Roxbury.

On motion of Mr. William D. Swan, of Boston, it was voted, that a Committee of five be appointed to nominate a list of officers for the ensuing year. The following Committee was appointed by the Chair, Mr. William D. Swan, of Boston, Rev. Dr. Woods, of Providence, Professor E. A. Andrews, of New Britain, Connecticut, W. Hooker, M. D., of Yale College, and Nathan Metcalf, of Boston.

The President cordially invited all to be present at the Social Gathering at 4 o'clock in the afternoon.

The meeting was adjourned at 12 3-4 o'clock, to assemble again at 4 o'clock, P. M.

TUESDAY AFTERNOON, 4 O'CLOCK, P. M.

A large number of people assembled to enjoy a social interview. The hall was filled to overflowing. The seats upon the sides of the hall were alone allowed to remain, and there was an unrestrained and hearty interchange of good wishes, and cheerfully encouraging sentiments.

About 5 o'clock, the doors of the adjoining hall were thrown open to the company, that they might enjoy a rich and bountiful collation provided by the Committee of Arrangements. Expressions of delight and satisfaction were heard on every side, and ample justice was done to the delicacies upon the well loaded tables.

After the repast was over, the company again assembled in the Central Hall. The meeting was called to order by the President, and Rev. Dr. Caswell, of Brown University, was invited to take the chair.

Dr. Caswell regretted that a more expert presiding officer had not been chosen. He was proud to be present on such an occasion. He never had been present at any social festival which he looked upon with more pride than the present. We come now to listen to the instruction of venerable, wise, and he would add witty men. This is what might, and he believed had been called the "feast of reason and the flow of soul." The soul had flowed somewhat, and the reason was to come. He had been furnished with several sentiments for the occasion, which he believed would be responded to with great interest and effect. First then he would give,

The Fathers of the American Institute of Instruction.—When the elders stand up in the gates, let the young men and maidens learn wisdom.

Mr. George B. Emerson, of Boston, responded to this sentiment. He could not tell what right the President had to call upon him to make a speech. He came here on the condition that he should not be expected to make a speech, and was not prepared. He wished he had an extemporaneous speech in his pocket. He was exceedingly gratified and delighted with this entertainment, and though unprepared, he would not let the occasion go without saying a word of cheer to his brethren and sisters present. He alluded happily to the words of wisdom, which the audience had heard from Dr. Wayland in the morning, and drew a pleasing contrast between former meetings and the present. There was much to encourage in those, but now there was much more enthusiasm and interest. He spoke of the qualifications of teachers, and argued that they should be prepared to teach those things which people most wished to know; and this in order to best prepare those taught for the duties of life. "We have formerly doubted," said the speaker, "whether our occupation as teachers was as respectable as it should be; we can doubt no longer. Teachers now have as fully the sympathy, and, if we deserve it, the respect of the community, as those who occupy any position in life." He spoke of the fact that it was the teacher's business to form the mind, heart, soul, and character of immortal beings. Every teacher knows by this time that he can teach only what is in him. He cannot mould a noble mind, unless he has something noble in himself. He illustrated these points further by alluding to the great battle of life, which each individual has to fight, with pride and selfishness within, and urged the necessity of being moved by something higher than selfish motives, in order to make the best impression on the characters of those committed to their charge. The teacher's work is of great consequence. The soul of one child, whatever may be its position in life, is of infinite worth; said the Saviour, "Inasmuch as ye have done it unto the *least* of these, my bretheren, ye have done it unto *me*." He remarked, in conclusion, that the teacher was in much danger of the loss of the great and peculiar christian spirit of humility. He warned teachers against this. He was aware that he had touched upon points almost too grave for the occasion, but these sentiments lay at the bottom of his heart, "and you, sir," turning to the President, "compelled me to speak."

The following sentiment was then read by the Chair.

Massachusetts, the Noble Mother of Common Schools.—Prophets, she hath not, but she can boast of her *Seers*.

Rev. Dr. Sears, Secretary of the Massachusetts Board of Education, upon being introduced, pleaded a recent journey for his health, as a reason for being excused from responding for Massa-

chusetts. He should like to call out an able-bodied friend, if he had not been otherwise appropriated for the City of Boston. He thought that this was a social meeting for cultivating the *social affections*; perhaps he might feel inclined to present some illustrations on this point, in the course of his remarks. It was proper that those who constitute the great body of our teachers, should have every opportunity of exerting their influence in a social way. I believe, said he, that wherever the experiment has been tried, the stronger sex, as they vainly call themselves, have succeeded in managing these popular assemblies; but, when the weaker sex, falsely so called, have been permitted to resort to social influence, *we* are conquered. This is our experience in Massachusetts. The speaker alluded to the trial of the benefits of this system of education in the West. It was thought desirable that the social affections, as well as others, should be cultivated. Therefore, two ladies were selected and carried to Cincinnati, Ohio, to teach. Within two weeks these two individuals did cultivate the social affections with success. He could not trust himself on a subject so affecting; as he expected, he perceived a widely extended sympathy.

In a single word, to be more serious, he would express a heartfelt joy on this occasion, not merely because the teachers of this and some of the adjoining States seem to take an interest in these meetings, but because it was a fair index of the sentiments of the public at large, in regard to the great matter of popular education. We were living in an atmosphere of education. We are influenced by society around us; by the families to which we belong, the books we read, and the company we keep; and the schools are indebted to these external influences. He did not mean that the schools had not exerted their legitimate influence; or that this Institute had not contributed its full share in the creation of public sentiment. He *did* mean that there is a public influence, a public mind, a spirit of State and national respect, which we all feel and breathe, and in consequence of which, we are enabled to accomplish what we do.

He would be happy to give way now to that able-bodied friend he had referred to.

The following sentiment was next given by the Chairman:

The City of Boston:— She has lengthened her cords, and strengthened her stakes, and enlarged her borders; and she has many flocks, and her *Bishop* feeds them.

To this, Mr. Nathan Bishop, Superintendent of the Public Schools of Boston, responded.

He had heard it said that the student always carries with him his college habits; and, of course, the President, being his former professor, would not expect him to be "prepared." He felt

an embarrassment of another character. He was called to speak in behalf of Boston Schools, which were far better known than himself. His position reminded him of the condition of Barry Cornwall, who edited an edition of Ben Johnson. Blackwood spoke of it in this way: "Ben Johnson, edited by Barry Cornwall; An Eagle heralded by a Wren."

He said that Boston schools were not institutions of yesterday. In her Latin school you will see upon the wall "1635," as the date when that school was founded. These schools, which have for two hundred years been expanding, embrace within their folds 23,000 pupils; a larger proportion of the population in the public schools, than in any city in the United States. These schools have exerted a marked effect upon the population of Boston. The public sentiment to which the gentleman had alluded, worked, he believed, in a circle. The school creates the sentiment, and the public sentiment sustains the school, and so on. Such has been the characteristic of Boston schools for two hundred years; and she now bears the standard of public education a little in advance of any city in the Union. He did not utter this as a boast. Boston ought to have the best schools; she expends more money in proportion to her population, than any city in the country. Though her schools were not so *much* better as they have been represented, yet it was sufficient for any city to have borne the standard of education forward, so that it is a point at which other cities shall aim. He would say that the teachers of Boston feel that their schools are far behind the excellence that their minds have conceived. They do not dream that they have reached the highest point. The speaker alluded briefly to the advantage to Boston of her public schools in pecuniary point of view; yet he considered this the smallest feature in the subject. He looked with interest upon every measure proposed and carried into effect in this city; for, said he, none can look at the reports of Providence Schools, without being instructed and directed in the cause of public education."

The President then gave —

The Cultivation of Music: — The great promoter of harmony in schools.

To this sentiment, Mr. Charles M. Clark, with his choir responded, to the great delight of all present.

The Chair gave the following at the conclusion of this enlivening music: —

The teacher and preacher, whose name is Beecher.

This called out Dr. Edward Beecher, of Boston, who spoke principally to the first part of the sentiment.

He pointed out the intimate relation that existed between the teacher and preacher. He showed that the origin of public schools was in the desire of our forefathers to secure to their

children an enlightened religious education, and to keep them from the danger of being turned aside into error through ignorance. He alluded to the progress which had been made, and drew a glowing picture of future advancement.

The speaker dwelt forcibly and pointedly upon those topics which we have barely hinted at; and we wish that space would permit us to give his remarks more fully.

The President next gave,

The green leaf of Algebra.

Mr. Benjamin Greenleaf, of Bradford, of algebraic and arithmetical notoriety was introduced by the Chairman.

He was happy to subscribe to the sentiments of the previous speaker. There were very few good teachers. There are those that do pretty well. Good school-masters and mistresses should love the business. He drew a graphic picture of his school days. He spoke of the importance of punctuality and promptness on the part of the teacher. He had heard it disputed which was the more important, a good teacher or a good preacher. "Give me," said he, "a good teacher, and we shall have a good preacher." He felt that his *leaf* was almost withered; did not know as he should meet with the Institute again. If his life was spared, he would try; that word *try* was the best word in the language.

Another inspiring song was sung by the choir. After this, the Chairman offered one more sentiment,

The Claims of Education upon the Cultivation of Natural Science, as shown by the judicious Hooker.

W. Hooker, M. D., of Yale College, responded to this sentiment.

He alluded to the opening remarks of the Chairman, that he should call upon certain venerable, learned, and witty individuals; and as he had neither learning nor wit, he would in virtue of the title given him in the morning (Rev. Dr.) act the venerable. It gave him very great pleasure to be present on this occasion, yet this could not be the *end*. Great results must flow from such a gathering. He gave a pleasing illustration of the exercise of the social affections to match the anecdote of Dr. Sears. In conclusion he would offer this sentiment,

The Divorce between the School, Family, and Society, — Let that be annulled.

The exercises were concluded by singing from the choir. The President of the Institute thanked the audience for their kind attention during this long session, and hoped this was only the beginning of even better meetings.

SECOND DAY.

MORNING SESSION, WEDNESDAY, AUG. 9.

The Institute was called to order by the President, at 9½ o'clock. Prayer was offered by Rev. J. N. Granger, of Providence. The Report of the Board of Directors, for the last year was read by the President and accepted.

The Committee on Nominations made their report, which was accepted, and the election of officers was made the first business for the afternoon session. The Committee were ordered to obtain printed ballots.

A note was read by the President, from Rev. Charles H. Pierson, in behalf of the Board of Managers of the Young Men's Christian Association, inviting the members of the Institute to visit the rooms of the Association, at No. 56 Broad street, opposite the Arcade.

Messrs. Gage, of West Roxbury, and Putnam, of Boston, were appointed a committee to conduct the ladies to seats.

At ten o'clock, the President then introduced the Rev. E. B. Huntington, of Waterbury, Connecticut, who proceeded to deliver a lecture upon the *Æsthetics* of Education. The result of education he declared to be to produce a beautiful character in a beautiful world. Education is therefore an *æsthetic* work. The beauty of God, which is seen in the sky above us, and on the earth beneath us, is not to be lost sight of in educating the human race. The ideas of a rude and uncultivated people are in complete contrast to those of an educated people, and the influence of beauty upon the latter is seen in their dress, their manner of living, their houses, their vehicles, &c. Education aims at the soul of man. It uproots all unloveliness. Nothing is so ugly as sin. Education, moral training, and the grace of God make the soul glow with the highest beauty. When that is attained throughout the world, then will the desert rejoice and blossom as the rose.

At the conclusion of this address, the President announced a song from the Choir, as an illustration of the most eloquent language of *Æsthetic* culture.

At 11½ o'clock a discussion was held on the subject of Arithmetic; and Mr. Nathan Hodges, of New Jersey, and Dana P. Colburn, of Providence, addressed the audience on that subject, according to appointment, by the Committee of Arrangements of the Institute. The remarks of these gentlemen will probably appear in the next number of the *Teacher*.

When Mr. Colburn had concluded, a letter was read from Mr. H. T. Beckwith, Secretary of the Rhode Island Historical

Society, inviting the members of the Institute to visit the rooms of the Historical Society.

A letter was also read from Hon. Horace Mann, of Yellow Springs, Ohio, stating his regret at not being able to be present with the Institute, on account of other engagements.

Voted to adjourn until 2½, P. M.

AFTERNOON SESSION.

Vice President Kingsbury, at the appointed hour, called the meeting to order.

On motion of Mr. Kingsbury, the President in the chair, it was voted to postpone the election of officers until 9 o'clock to-morrow morning.

At 3 P. M., the President introduced Mr. Elbridge Smith, principal of the High School, Cambridge, Mass., who addressed the audience upon "The Claims of Classical Culture upon the attention of American Teachers and American Schools."

He did not limit the term "Classics" to the literature of Greece and Rome; but embraced in it all the productions of genius, of whatever nation. We have in our own tongue some of the highest efforts of genius. These are most worthy of study. It is impossible to get a just idea of a writer from extracts. His works should be read as a whole. In our higher schools reading books should be thrown aside, and some author taken up and properly read and studied. He who has imbibed the spirit of the poets, orators, and historians of our language, is a classical scholar in the best sense of that term. The evils of the literature, sometimes called the "Satanic" were portrayed. He closed by alluding to the Bible, as the greatest of Classics, and most worthy to be studied in all our schools.

When Mr. Smith had concluded, the Institute was again favored with music by the choir:

Mr. Gideon F. Thayer of Boston then rose and said:—Mr. President, within a few months, one who has done much good in the cause of education has passed from our midst. A gentleman who knew him well intended to be present to offer some remarks upon his life and character, but was unavoidably detained away. As he is not here, deeming it highly proper that some notice should be taken of the life of the good departed, I shall venture to add a word in presenting the resolutions which I have to offer. I allude, sir, to Mr. Josiah Holbrook, one of the founders of this Institute, and not only so, sir, but an individual among the first to introduce the use of apparatus into our Common Schools. As his means would not permit him to provide apparatus himself except upon a small scale, he was under the necessity of receiving aid from his friends for

the accomplishment of his worthy object. He was a man who literally went about New England doing good to our cause. Possessing but feeble bodily powers, he had a large heart, and was a true philanthropist. There are those present who know more of the life and services of Mr. Holbrook than I do. It is true, I had the pleasure of his acquaintance, and often stood with him in the early days of the Institute, and perhaps five years before, yet I will offer these resolutions and leave it for others to say what may be proper to the occasion. He was a fair example of what a man with right purposes, steady aims, and a determination to effect a good object, might do with but limited means, a modest demeanor, a retiring nature, and nothing to lure him on but the fixed purpose of benefiting his race.

Whereas, since the last annual meeting of the Institute, our associate and esteemed friend, Josiah Holbrook, has been removed by death from the scene of his earthly labors ; therefore,

Resolved, That as lovers of science, of human progress, and of man, we, the members of the American Institute of Instruction, lament the loss to the world of JOSIAH HOLBROOK, one of the original members of the Institute.

Resolved, That in the example of Mr. Holbrook, the young teacher is taught that energy, devotion to duty, and perseverance, will accomplish every reasonable object at which the mind may aim ; that a resolute will and fixedness of purpose to one end, ever secure eventual success.

Resolved, That our whole community owes a debt of lasting gratitude to the deceased, as having been the father of the system of Lyceums, by which a taste for science has been excited, and the young of our cities and villages been allured from frivolous, if not hurtful, pleasures, and instructed in subjects which enlarge, elevate, and improve the mind and heart.

Resolved, That as teachers and friends of Common School education, we hold in grateful remembrance the life and labors of Josiah Holbrook, who was among the first to introduce into our schools the use of apparatus for the illustration of science, and to recommend the collecting of geological specimens, to excite in the young an interest in the formation of the material world.

Resolved, That we sincerely sympathize with the bereaved family of the deceased in their affliction, and trust that the remembrance of his useful life and beneficial efforts for the universal improvement of man, will abide with them to assuage their griefs.

Resolved, That these resolutions be entered on the Records of the Institute, and that a copy of them, signed by the President and Recording Secretary, be transmitted to the family of the deceased.

Mr. Greenleaf of Bradford, rose, and bore testimony to the abundant labors of Mr. Holbrook. He spoke of him as the father of Lyceums. He heartily concurred in the resolutions and moved their adoption.

Mr. Greenleaf of Brooklyn, N. Y., said :

Mr. President, — I did not intend to say anything in these meetings. I speak now out of respect to our departed friend. I confess here, sir, that if I know anything about teaching, or have any love for natural science, I owe it in a great measure to the efforts of Josiah Holbrook. If this audience is entertained, instructed and pleased to-day, they must all bear a portion of the debt of gratitude due to that man. After holding conventions in the different counties of the State, he said to me, personally, "Why not go up to the Capitol, and call the teachers from all parts of New England *there*?" He did call them there, and the result of his efforts you behold this day.

There is another point to which I will allude. He was not ashamed to do good. He had neither wealth nor mental discipline to any great extent, but he had a love for doing good. He would explain to children, by means of specimens, the nature of minerals, and with apparatus that did not cost eighteen pence he would show the arrangement of our planetary system. Such was Josiah Holbrook. He has gone to his rest. Peace be to his ashes, and honor to his memory.

Mr. Zalmon Richards, of Washington, D. C., bore testimony to Mr. Holbrook's well-earned reputation for untiring industry and indefatigable zeal in the cause of education. In the city of Washington, where Mr. Holbrook had labored for the last few years, he was considered a virtuous and upright man, beloved by all who became familiarly acquainted with him.

The resolutions were unanimously adopted.

Mr. Zalmon P. Richards, of Washington, D. C., rose and said : Mr. President, — There is a subject which I should be very glad to bring before this Institute, and present a few resolutions in relation to it. We are all probably acquainted, more or less, with the circumstances which happened in the State of Kentucky during the last year, in relation to the murder of a member of our profession, and the trial of the murderer, resulting in his acquittal. This audience, however, may not be so generally interested in this matter as those of us who live a little further south. I have conversed with several persons here, however, who *are* deeply interested in this question, and I have

consulted with a number of those who are the true friends of this Institute, in relation to presenting some resolutions on this subject.

In New England you regard the teacher's occupation as a profession. You feel that you have taken a position which the community cannot drive you from, and which money cannot buy up; but, Mr. President, there are portions of our country where teachers do not feel thus; where they do not feel able to take their stand as professional men, where the profession, so far as it may be considered such there, is not esteemed as it is in New England. It was in consequence of this light esteem, that the trial of Matt. F. Ward resulted as it did. Such a result never could have taken place in happy New England; and those of us who are living and laboring in circumstances similar to those of our brother, Professor Butler, feel that we need something to awaken the interest of the people in behalf of teachers in that region of the country, so that we may feel safe in our school-rooms; that we may not dread the entering of our patrons with loaded pistols to shoot us down in the school-room, without provocation on our part. We feel that an expression of opinion here would do something towards correcting a wrong state of feeling in another portion of our country, and also that such an expression here would be grateful to the surviving friends and relatives of the deceased.

I learn that Professor Butler was a man who stood high in his profession, as far as it is considered such in the city of Louisville; that he was a man of estimable, irreproachable character, with whom a word of fault had not been found, even by those who thus went to the school-room and shot him dead. The circumstances connected with this affair, are, or ought to be, familiar to every teacher. Mr. Richards read the following resolutions, and moved their adoption:

Resolved, That this Institute regard the profession of teaching as second in importance to no other, and that those persons who engage in it with proper qualifications and spirit are deserving of all the honor and regard due to the other professions.

Resolved, That in the untimely death of Prof. H. W. G. Butler, of Louisville, Ky., by violent hands, the profession has lost one of its brightest ornaments, and that we deeply sympathize with the surviving relatives in their sad bereavement.

Resolved, That in the trial and acquittal of Matt. F. Ward, we believe that law and justice have been violated.

Resolved, That a copy of these resolutions be sent to the relatives of our lamented brother, and also to the Democrat and the Courier, of Louisville, for publication.

Mr. Gideon F. Thayer, of Boston, spoke as follows:

Mr. President, I arise, sir, to second the motion for the adoption of these resolutions. I think them very proper as coming from any collected body in New England. The popular

feeling is all right on one point ; I allude not so much to the resolution which presupposes the respectability of the profession to which we belong, as to the sacredness of the teacher's office, which should secure him from outrage in the performance of his duties. I put it to any gentleman or lady, what would be your feelings if an individual should enter your school-room, and on your refusing to retire to a room apart from your scholars, demand an apology, and begin by insulting you in the presence of your pupils, and conclude by drawing a pistol and threatening to shoot you on the spot? These ideas need no enforcement, no illustration, no heightening of effect, of the picture already painted upon your imaginations, already too vivid, I trust, to admit of higher coloring. That act was an atrocity which New England never witnessed. I thank God that it is not in the capacity of a New England father or brother, not in wish or imagination, to go into one of our schools and attack with ferocity the teacher of brother or son ; and, truly, as the gentleman who presented these resolutions has said, the trial and acquittal, if it may be called an acquittal, was such as could never have happened in the presence of any judicial tribunal of whatever department in a New England state. Here it may not be said that "Offence's gilded hand can shove by justice," for, every man, rich or poor, stands upon the same platform, judged by the same law, condemned by the same independent and high-minded juries. Would it were so in Kentucky! We should not now mourn the loss of one who was an ornament to his profession, a loving object to all his family, and a respected resident of Louisville. But the transaction is past ; it has become a matter of history, of bloody, black, revolting history ; and we stand thanking our Creator that he has placed us here, in so much better and happier circumstances ; but we stand here still to express our abhorrence, our indignation at the act, and at its unrighteous judgment.

Mr. Greenleaf, of Bradford, supported the resolutions with much earnestness.

Mr. Anthony, of New York, followed in support of the resolutions. He had listened to the lectures that had been given before the Institute, and to the discussions which had taken place, with a great deal of pleasure. He had intended to remain silent, but the discussion of the resolutions had excited him. He would offer an amendment to the third resolution. He thought the word violated too tame, and he would substitute the word *outraged*. He believed that, as since the acquittal of Ward, the press had come forward so nobly to sustain the rights of humanity, if such a body as this should fail to lift up its voice in connection with theirs, the very "*stones themselves would cry out.*"

Mr. Thomas Baker of Gloucester, remarked that scruples might arise in the minds of some respecting the character of Professor Butler. He would say a few words on that point. He knew that one of the best men that ever lived, a resident of Louisville, interested himself in raising a subscription to rear a monument to Professor Butler. Contributions had been taken up in the different schools for the purpose. All the children had freely contributed in sums of one dollar and upwards. This is one of the best evidences of his good character that we could have. We need not fear, he thought, to give our voice in favor of these resolutions. He only feared that they did not express enough. He believed that teachers in New England did have something of the same kind to fear. Not long since a teacher in the city of Boston, for doing his duty, was attacked in the streets, and threatened that he should pay for his conduct with his life or money. He believed it quite time, that an Institution like this should speak out in tones that cannot be misunderstood, that teachers, male and female, may be sustained in the discharge of their duty, and if they fail, that there is a tribunal before which they can be brought and the matter adjusted; but that violence in language or of any other kind was not to be tolerated in New England nor anywhere else.

Rev. Mr. Vail, of Westerly R. I., said:

Mr. President, I came to this Institute with the intention and expectation not to intrude my voice, or my opinion in any of the discussions that might come before it. I am very sorry to feel obliged to rise and offer one word that shall seem to be contrary to the general tone of sentiment which may exist, or appear to exist, in the minds of the members of this Institute. The general tone of feeling in New England, and I believe in the entire civilized world, so far as the tidings of that sad event have been carried, is but one, it is a sentiment of extreme distress, that so fearful a crime should have been enacted in the midst of a civilized community. But one feeling actuates the minds of reflecting and right-minded persons, and that is of earnest sympathy with the good man who came to the untimely end which has been referred to. But, sir, it is a question, while there is but one opinion among us on the subject of the cruelty, wickedness, and violence of the act which combined to send Professor Butler to an untimely grave, there is a question I say, whether it is altogether proper for a body constituted as this Institute is, and in view of the objects which thus it is designed to promote, to adopt these resolutions precisely as they are presented. The first of the series is a resolution on the part of the teachers themselves, or those who represent the profession of teachers, as to their estimated standing as a profession. Let me suggest here whether this

is altogether in good taste, and whether it will accomplish the object desired by this body to pronounce in regard to what estimate should be put upon the character of their own profession. The second resolution, which pronounces a eulogy upon the character of Professor Butler I would cheerfully vote for. The third, which pronounces upon the decision of the Hardin county jury, I think to be out of place. I do not think that the members of this Institute, taken as a body, are qualified to decide upon the correctness or incorrectness of the verdict brought in by that jury. We have seen a single statement of evidence — we have seen the newspaper reports on that subject; are we qualified to give a full and fair decision upon it. Is it not fair to presume that that jury, in looking at all their evidence, must have given their decision under the law, as unfolded by the counsel and judges?

Mr. President, I have read the account of that trial carefully. I have read the pleas of the several counsel engaged in it, and the impression upon my mind, distinctly is this, that a set of men, in pronouncing judgment upon that affair, are not to blame the jury for the decision brought in in that case, but they are to blame the law under which they acted. I find that the law presented before that jury has been the common law of the state, which has allowed men to be acquitted on the charge of murder in precisely such circumstances as we are considering. I feel, sir, that the blame lies upon the law. I feel, sir, that the fault arises in that false opinion of the people of the whole community in regard to what is the correct principle of self-defence; that there is an error in the whole question which touches the relations of man to man, the protection of the lives of men, and in what is supposed to be an insult. I do not therefore desire to blame that jury for their course. I prefer that these resolutions be referred to a committee, who shall prepare a series more appropriate to the necessities of the case, and which shall condemn, in so many words, that false public sentiment which applies not only to Professor Butler's case, but to so many citizens in our land, not only there, but in New England; for, sir, in this testimony, I was surprised to find the most effective precedent presented to the minds of the Hardin county jury, was taken from old Massachusetts. Refer these resolutions then to a committee that shall draft such as shall be appropriate to the case, and which shall express more decidedly and with greater power the sentiments of this Association upon this false opinion in the minds of the community. I move, sir, that these resolutions be referred to a committee, who shall report resolutions appropriate to the case.

Mr. Z. Richards. I would like to ask the gentleman if he has read any other account of the trial than that published by the Wards?

Rev. Mr. Vail. I am perfectly willing to reply to the question, and my reply will be only an illustration of the disqualification of persons present for deciding upon the course of that jury. I have read the reports published by the Wards, and the reports published in the newspapers, as I found them in the newspapers I am in the habit of reading, the New York Tribune, for instance. I confess that this is the extent of my reading on that question. I will venture to say that, perhaps, it is more extensive than has been the reading on the subject by the majority of those present. It is simply a comment upon the fact that we are not prepared for action on the judgment of that jury. We are only to touch the great principle ; — *the teacher has a right to protection by the laws of the land.*

Mr. Greenleaf, of Bradford, asked that the resolutions be read again.

Prof. Wm. Gammell, of Brown University, spoke as follows :

Mr. President, I rise, sir, to express my sympathy with the sentiments just uttered by Rev. Mr. Vail, to a very great extent. Not, sir, that in any degree I am a whit behind the foremost gentlemen who have here expressed their abhorrence of the deed, or their abhorrence of the civil and judicial wrong which has been perpetrated in that acquittal. I go as far as any gentleman will go in the expressions which they may make of both. I abhor the murder, I abhor the acquittal, the spirit and the principles which entered into that acquittal ; and I would never recommend a pupil of mine to go to Louisville to teach, if they went untaught to the end of time, if I loved the man, until Kentucky had wiped that stain from the records of her judicial tribunals. But the question here is, shall we pronounce our judgment upon the course of this jury ? We are a popular assembly ; and such a decision on our part is not in accordance with New England usage. Newspapers utter the public sentiment upon these questions, mass-meetings, if you please, utter indignation, but a collection of teachers, careful about the opinions they express, having a reputation for caution, for practical wisdom, for the observance of the proprieties and etiquette of life, for respect for tribunals of justice, however false they may be to their trust, respecting all these things, and desiring that they should be maintained, shall they pronounce upon such a matter ? Therefore, I feel an instinctive reluctance to vote for these resolutions. I sympathize most heartily with the honorable and generous sentiments of the gentleman who, from a nearer point of view, presents these resolutions. But there is another point which leads me to second the motion for reference, made by Mr. Vail. Such expressions should bear upon general principles, principles in which we are all interested, — the position and authority and rights of the teacher. These are matters

with which the Institute has to do. They enter into our very organization ; they are the principles under which we act, and it is time that we, and those associated with us, our pupils, and the parents of our pupils, and the community around us, have a common understanding of the principles upon which we are to act. And, sir, it is very strongly my opinion, that the occurrence in Louisville demands that this Institution make a general declaration of general principles in reference to that occurrence. I hope that a reference of these resolutions will be made to a committee. If the gentlemen will agree to accept of this proposition, I think we shall certainly be able to act without any difference of opinion upon a declaration which will cover this, and all similar cases.

Mr. Z. Richards. It was furthest from my thoughts in presenting these resolutions to elicit any discussion upon these matters. I had been very cautious, and conversed with a number of individuals, who had read much upon this subject, some of whom probably are not here. I will name Professor Sears, Mr. Swan, and a number of others. I did not find any objection to these resolutions. At the suggestion of one or two individuals, I modified them somewhat. I should be disposed to accede to the proposition for a reference, if I could be satisfied that justice would be done in the case. I feel that there is a demand for an expression, which perhaps many here do not feel. If the case were one of ordinary acquittal, if the result had been such as usually follow an acquittal by a jury, I should feel differently ; but it is a notorious fact, that three of that jury have been indicted for perjury in relation to this matter, and that one of the grand jury has been excluded from a Christian church for this very account. The people of Kentucky with one voice speak against this affair, excepting those who are under the immediate influence of the Ward family, which is very influential in that State. Mr. President, I should like to call upon Mr. Mason, who is a resident of Louisville, to give some statements respecting this matter.

Rev. Mr. Huntington, of Waterbury, Connecticut, thought there was no occasion for this discussion. Each speaker had taken precisely the same grounds in the main. Some objected that this body was not competent to call in question the finding of that jury. He thought *that* point was not brought out in the resolutions at all ; and even if it were adverted to, we all feel the results of that trial to be anything but lawful. There had been but one objection, certainly, urged against this point, and that is simply that it would be a judgment upon the finding of that jury. He did feel that there was an impropriety in the introduction of the first resolution. He knew not why a body of independent teachers, having a right to think for themselves,

should not express what every New England man has expressed already on this subject. He would suggest that the first of the resolutions be omitted.

Mr. Batchelder, of Lynn, expressed his sympathy with the views of the gentleman who preceded him. If any body of men in the whole country should be heard on this matter, this was the one. Why should not Rachel be allowed to weep for her own children? He adduced several facts drawn from reliable evidence, to show that this act exceeded in atrocity and diabolical coolness anything that had before occurred even in that portion of our country. He stated also that there was not the least evidence given on trial of the slightest provocation on the part of Prof. Butler. He believed the reference to a committee unnecessary; all, he thought, might judge by their own feelings, as wrought upon by their own knowledge of the circumstances.

Mr. Mason, of Louisville, by request, came forward and stated that he had been engaged as a teacher in Prof. Butler's school, and was such at the time of the murder. He thought he might give some items that would settle some points in the minds of those present. He felt sure that the adoption of these resolutions would do much good in the West. It would cheer those who are engaged in the profession of teaching. It might induce many of those young teachers with whom he was associated to lay aside the Californian armor of self-defence which they have now assumed. He thought that good would be done if an influence resulting from a right kind of feeling could be brought to bear upon the sentiment which seemed to reign in that community. He believed, from remarks already made, that some gentlemen had not received information from the proper source. He felt confident that one gentleman had not. He spoke in the highest terms of the amiable character of Prof. Butler, as calculated to aggravate the atrocity of the act. He alluded to his high literary attainments, especially as a German scholar, eminently fitted for a teacher in the west, and whose place it was thought could not be supplied. He cited the testimony of fifty boys, some fourteen and seventeen years of age, as evidence of the absence of provocation on the part of Prof. Butler. He stated that the only true account of the trial was to be found in the Democrat and Courier of Louisville. He would be glad to send that account to all who would give him their names and address.

Dr. Edward Beecher, of Boston, thought that there could be no danger of losing the resolutions by referring them to a committee. He remarked that the gentleman who last spoke had opened a new point for consideration. That speaker was anxious that we should form in the minds of teachers the habit of

relying upon the public sentiment of community for safety, and not upon the brutal habit of carrying weapons. He thought this very important. This body, he believed, should assert the existence of a supreme judicial authority above any form of human legislation, strong enough to inflict a penalty upon any man, though he shall be thus acquitted. "We need to invoke," said the speaker, "the action of that *public sentiment*, that supreme tribunal, to bear on the case, and to stimulate public sentiment in Kentucky and elsewhere, that there may be a fusion of all right-minded men in producing that state of right feeling." He did not think the resolutions met this point; a committee might frame them with this view. He did not regard the action of the jury as involved in the resolutions presented; but they might be drawn so as to have great moral power, and thus be of great value.

Mr. Bulkley, of Williamsburg, remarked that this Association was an American Association; that the murdered man was a member of this body; and referred to an awful tragedy that occurred in New York recently, perpetrated by a Kentuckian, as an inducement to pass the resolutions.

Dr. Hooker, of Yale College, was decidedly in favor of passing very strong resolutions on this subject. He did not agree with gentlemen who take the ground that we were not competent to pass upon this matter. It was the well digested opinion of every man in the whole community, that Prof. Butler was murdered in cold blood. It was an insult to say we were not competent. He would discard the first resolution. The *others* did not express—with all due deference to the gentleman who introduced them—enough. He would have them recommitted that they might express more nearly what they should.

Rev. Mr. Vail did not mean to cast the slightest imputation upon the competency of this assembly to decide upon a question fairly and distinctly brought before them. He simply meant to show that the wrong lay deeper than the action of the Hardin County jury; in an error in the public sentiment of the community. We, he thought, should express an opinion against the use of the dagger or pistol, and in favor of an appeal to the law of the land.

The question was taken at this point, and the resolutions referred to a committee consisting of Rev. Mr. Vail, Dr. E. Beecher, Z. Richards, Dr. Hooker, and Mr. Bulkley.

The Institute then adjourned to meet again at 8 o'clock in the evening.

EVENING SESSION.

Institute was called to order by the President at 8 o'clock. A very large audience was assembled, and the hall uncomfortably filled.

The President introduced the Rev. Dr. E. Beecher of Boston, who gave an address upon "The Right Use of the Emotions and Passions in the work of Intellectual Development." After classifying the motive powers of the mind according to Stewart's plan, he proceeded to show the manner in which each operated, and the use that might be made of each. The Fear of Pain was often appealed to, and oftentimes with beneficial effects; but the better the teacher, the greater would be his moral power, and the less use he would make of this as an incentive to action. Emulation was useful, but it should be used with caution. Love of wealth might incite some to activity. Love of parents and friends might safely be appealed to in all, and would sometimes act with powerful effect. Love of knowledge should be excited, and would prove of great aid. The love of doing good would affect many. The motive, which should be the strongest and deepest in all was the love of God. The teacher should use sparingly those motives which are limited to a few, and rely mostly upon those which are or may be universal in their operation.

At the conclusion of the address the meeting adjourned.

THIRD DAY — MORNING SESSION.

The Institute was called to order at 9 o'clock by the President.

Prayer was offered by Rev. Edwin M. Stone, of Providence.

The election of officers was the first business attended to; and the officers elected were

President. Thomas Sherwin, Boston.

Vice Presidents. John Kingsbury, Providence, R. I.; Samuel Pettes, Roxbury; Barnas Sears, Newton; Gideon F. Thayer, Boston; Horace Mann, Yellow Springs, Ohio; George N. Briggs, Pittsfield; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, Westfield; Dyer H. Sanborn, Hopkinton, N. H.; Alfred Greenleaf, Brooklyn, N. Y.; Cyrus Pierce, Waltham; Solomon Adams, Boston; Nathan Bishop, Boston; William D. Swan, Boston; Charles Northend, Danvers; Sam'l S. Greene, Providence, R. I.; Roger S. Howard, Bangor, Me.; Benj. Labaree, Middlebury, Vt.; Thomas Cushing, Jr., Boston; Rufus Putnam, Salem; Ariel Parish, Springfield; Leander Wetherell, Amherst; Ethan A. Andrews, New

Britain, Ct.; Thomas Baker, Gloucester; John Batchelder, Lynn; Daniel Leach, Roxbury; Amos Perry, Providence, R. I.; Nathan Hedges, Newark, N. J.; Christopher T. Keith, Providence, R. I.; William J. Adams, Boston; Lorin Andrews, Columbus, Ohio; John D. Philbrick, New Britain Ct.; Xenophon Heywood, Amsterdam, N. Y.; James F. Babcock, New Haven, Ct.; Thomas H. Burrowes, Lancaster, Pa.; Worthington Hooker, New Haven, Ct.; Zalmon Richards, Washington D. C.

Recording Secretary. D. B. Hagar, Jamaica Plain.

Corresponding Secretaries. George Allen, Jr., Boston; A. M. Gay, Charlestown.

Treasurer. William D. Ticknor, Boston.

Curators. Nathan Metcalf, Boston; Jacob Batchelder, Lynn; Samuel Swan, Boston.

Censors. Charles J. Capen, Boston; Joseph Hale, Boston; Joshua Bates, Jr., Boston.

Counsellors. Daniel Mansfield, Cambridge; Samuel W. King, Lynn; D. P. Galloup, Lowell; A. A. Gamwell, Providence, R. I.; Elbridge Smith, Cambridge; Solomon Jenner, New York; F. N. Blake, Barnstable; Charles Hutchins, Providence, R. I.; Leonard Hazletine, New York; David S. Rowe, Westfield; Samuel W. Bates, Boston; D. N. Camp, New Britain, Ct.

After the vote had been declared, the President remarked that he could wish that an abler person than himself had been chosen to fill the office to which he had been elected. He felt his inability, but hoped to learn as he grew older.

The report of the Board of Directors for last year was taken from the table, and read by request.

Mr. Greenleaf, of Bradford, made some remarks, at the conclusion of which it was voted that the report be referred to the censors for publication.

Samuel Austin, of Providence, introduced the following resolutions:

Resolved, That the American Institute of Instruction finds good reasons to congratulate our citizens, in view of the wide spread and deepening interest amongst us in the cause of universal education.

Resolved, That the attention, however, of those engaged in this cause, should not be so exclusively occupied with the instruction of the young, and those that would seek the means of improvement, as to forget that there are among us large numbers, both of adults and poor laboring children, whose condition has not yet been reached by our school system; and who, it must be confessed, form a very important outstanding item, quite too large to be overlooked by the prudent philanthropist; and who, educated or uneducated, for better or worse, for weal or woe, are soon to form a part of our body politic.

Resolved, That this Institute, consulting the highest present and prospective interest of our citizens as such, and as men, and in view of the circumstances which still preclude many within our borders from embracing the privileges offered to all, of attending a day school, recommends to the earnest consideration of those residing in our manufacturing villages and larger towns, the propriety of establishing evening schools for adults, and those young persons not attendants upon our day schools.

There are, said Mr. Austin, many gentlemen present who are deeply interested in the subject of these resolutions. I have already conversed with one or two who give accounts of prosperous institutions of this kind in several towns. There are those present who have at least a personal interest in the matter among us; who have in one capacity or another been interested in evening schools here. These schools have not been fully incorporated into our school system, though they have, in one form or another, received the patronage of the School Committee.

I thought it might encourage persons laboring in this cause, if this Institute should see fit to adopt a series of resolutions like those I have presented.

Rev. Dr. Caswell asked if any gentlemen were present who were acquainted with the working details of these schools.

Mr. Bulkley, of Williamsburg, N. Y., said: Mr. President, in the larger towns around us we regard Evening Schools as among the most important auxiliaries to our glorious School System; and they are becoming a part and parcel of that system.

A very large class of our population are virtually without the influences of the Day School. Many children that should be in our schools are engaged through the day in peddling about the streets, candy, fruit, nuts, &c. Many are engaged in little offices, as errand boys, and many are idlers, unprepared for school. The Evening School throws open a door to our young men, not only of these classes, but also apprentices, and not merely young men, but young women also. Large numbers of girls, domestics in our families, girls engaged in book-binding, in printing offices, &c., who have not had the advantages of a common school education, find these schools of great value. These schools have been open during three or four months of the year. Last year, the experiment of a longer term was tried in New York, Brooklyn and Williamsburg. The term was increased from fourteen to twenty weeks. At first, provision was made only for the males. It was feared that if females were brought out to our Evening Schools, improprieties might be committed; that they might be so much annoyed by boys and others not in the schools, that the experiment would be dangerous. Through the last year, however, the experiment has been fairly tried, and we find that the girls can come out in the evening without molestation, and enjoy the benefits of instruction

given to them, with as much freedom from improprieties as males. This question of Evening Schools is no longer a problem with us. These schools are largely attended. Last year my own school registered seven hundred, and these scholars were boys of ten and twelve to grown up men. Large numbers of the German population come in, men who are mechanics, artisans, laborers, and some of them merchants, to receive instruction in our language, to become acquainted with our habits of thought, and to make themselves more useful. They came in and sat down with little children, and applied themselves to their studies with great zeal. The influence on this part of our population is exceedingly happy. I know not of a single element which tends so much and so strongly to Americanize our foreign population as these Evening Schools.

When our German, Irish, and other foreign population come into these schools, and receive the kind treatment with which we greet them, and which we continue to them, they feel at home. They feel that we are their friends, and influences are brought to bear upon them which no power on earth can do away with. I will give you a single instance, which shows the influence of these schools upon our foreign population. In one of these schools, where there was a large number of Germans and Irish, as the time for closing the school drew nigh, a number of the young men, pupils in the school, put their heads together with the determination of making a demonstration in favor of the Principal. The Chairman of their Committee was an Irish lad sixteen years of age, a very intelligent boy, yet a Roman Catholic. The money was raised, and the question came up as to what the present should be. Without objection it was agreed that it should be the finest copy of the Bible that could be bought. When the Board of Education met at the dismissal of the school, that boy, a Catholic, came forward on the stage, with the huge folio in his arms, made a neat speech in behalf of the school, and presented the same to the Principal. That, sir, is one of the fruits of these evening schools; I might name many others. I have only to say, as the time is precious, that on no consideration would our people dispense with these institutions. We should as soon think of disbanding our primary schools as these. I have only to add, in concluding, if you have not entered upon the establishing of evening schools, in which provision is made for old and young who have not enjoyed and cannot enjoy the privileges of the day school, "Do, at once, with your might, what your hands find to do."

Rev. Edwin M. Stone, of Providence, next spoke upon this subject.

Mr. President,—I rise merely to say a word or two in confirmation of the statements that have just been made. It has been

in the course of my duty for a few years past, to make investigations on this subject, and to obtain a knowledge of the workings of the machinery of evening schools, in every part of the United States and in foreign countries, where these schools have been established. The results of these investigations have been favorable to the continuance of Institutes of this sort. They work more successfully, apparently, at the outset, in small localities than in others; but the apparent difference is to be attributed to the difference in the condition of sentiment in regard to those schools, and in the peculiar circumstances in which the pupils have grown up that are connected with them.

In the city of Providence, evening schools have been sustained by private effort, and by public patronage, for a number of years; and it has been my privilege to be connected with a school that was established twelve years since by private patronage, never having sought for or received public aid. For that school I can answer; during the time it has been in operation, it has given education, more or less, to nearly twenty-eight hundred young persons, scarcely one of whom was in a condition to be received, into the public schools; for one of the rules by which the school has ever been governed is, that no child or young person who is so situated that they can be received into the public schools shall be received into the evening school, the object being to work outside of the day schools. It is sufficient to add, after what has been said by the gentleman from Williamsburg, that there can be no question that, with a right state of public opinion in regard to these schools, they will be found of immense utility in all our manufacturing towns and larger villages. I am aware of the difficulties connected with them; they can be removed without any great effort.

There is one point of view in which these schools are to be considered, which strongly addresses itself to the community. It is that as a moral police especially, the Evening Schools constitute one of the cheapest expenditures of money that can be made in our cities. For example: Suppose six evening schools to be established in this city; that fifty be the average attendance. You have from three to four hundred boys kept out of the street between the hours of seven and nine, the most perilous hours of the evening in my experience. They are placed, too, in situations where they may receive valuable knowledge, and are under good moral influences. If they accomplish nothing more than this, it will be a wise expenditure of money.

The resolutions were adopted.

Dr. Gregory, Secretary of the Female Medical College, Boston, Mass., made some explanatory remarks in regard to the advantages which that Institution offered to females desiring to

enter the medical profession. One object in introducing this subject before the Institute, was to give notice that if there were not as many applicants from Massachusetts as that State was allowed, by an appropriation of money to pay their tuition, females from other States might enjoy the same advantages; provided they would remain and practise in the State of Massachusetts after they had graduated. The course of instruction would occupy three years.

Rev. Mr. Vail, of Westerly, R. I., Chairman of the Committee to whom was referred the resolutions on the death of Prof. Butler, made the following report.

Your Committee have considered the subject assigned to them, and beg leave to present the following resolutions :

Resolved, That in the untimely death during the past year, of Prof. H. W. G. Butler, of Louisville, Kentucky, by the hand of violence, and in circumstances of peculiar aggravation, the profession to which the members of this Institute are devoted, has lost one of its brightest ornaments, and that we deeply sympathize with his surviving relations in their sad bereavement.

Resolved, That the practical assumption, by any portion of society, of exemption from the claims of justice, or of superiority in honor or desert to those worthily engaged in a profession so indispensable and honorable as that of teaching, or in any other honest employment, is equally at war with truth and the public good.

Resolved, That in the entire acquittal of Matt. F. Ward, though obviously and undeniably guilty of an act of unparalleled atrocity, those great principles of law and justice, upon which the welfare and protection of the social system depends, have been grossly outraged and dishonored.

Resolved, That the strong expressions of opinion and feeling condemnatory of the false code, which, in personal controversies, justifies the employment of brute force in the place of argument and remonstrance, and substitutes the weapon of the assassin for the arm of the law — (under the influence of which code the tragedy at Louisville was consummated) — which have been universally and spontaneously uttered in all parts of our land, and especially in the State where this painful tragedy occurred, are encouraging indications of the spread of that right public sentiment, which recognizes in the supremacy of the law, the only just and safe authority for the punishment of the wrong doer and for the security of the citizen.

Resolved, That when, from local perversions of principle, or the power of social combinations, or any other cause, our judicial tribunals fail to protect the rights of any class of the community, it is the duty of the wise and the good to discountenance the resort to private self-defence by deadly weapons, which such a state of things tends to produce, by the formation of an all-pervading public sentiment that shall inflict the highest moral penalties on those who have escaped the claims of justice, and assure those whose interests are endangered, of universal sympathy, support and protection.

Resolved, That a copy of these resolutions be transmitted to the family of the deceased.

"I may say," continued Mr. Vail, "that the Committee have been able to agree upon these resolutions, not because they express with exactness the opinions or preference of each individual member of the Committee. Some, perhaps, would have

been glad to have modified some of the expressions, making them stronger on one side, or not so strong on the other. You will observe that they are not liable to the objection felt by some gentlemen present in respect to the previous resolutions, as they make no reflection upon the trial, but state only general principles which are to be looked at by this Institute, and refer to a course of action that may be proper for any section of our country in any period of time.

Mr. Edwards, of Salem, supposed that these resolutions were calculated to satisfy the peculiar views of every member of the Association. He moved their immediate adoption.

Rev. Dr. Caswell wished merely to express his own opinion in this matter. He hoped he should give offence to no one. He thought that passing resolutions upon the trial of Mr. Ward would be trifling a little with the records of this Association. He was deeply impressed with the iniquity of the whole thing. Still he would not place resolutions respecting the affair upon the records of this body. On that ground alone, he should prefer to have them omitted. He would go as far as any one if we were convened as citizens of the United States, in his expression of abhorrence of that deed. He simply desired to express his opinion; he would make no motion.

Mr. Greenleaf, of Brooklyn, did not think that they expressed indignation enough, yet he would vote for them, and read them rather more liberally than they had been written.

Mr. Greenleaf, of Bradford, expressed similar views.

Rev. Thomas Williams, of Providence, an old man of nearly seventy-five years, spoke next upon these resolutions.

Mr. President,—If all the fire in our hearts was put into these resolutions, I am not certain that this house would be safe. The voice of this brother's blood cries unto God from the ground. The Supreme Sovereign of Heaven, earth, and hell, expects a reply from this body which accords with his truth, justice and mercy, for an offence committed against the Father of human spirits and the Framer of human bodies.

Prof. Butler held the sacred office of a teacher of children and youth. What says the King of kings and Lord of lords? "Take heed that ye despise not one of these little ones; for I say unto you, in heaven their angels do always behold the face of my Father which is in heaven." This is an offence against the Supreme Majesty of heaven and earth. It is an offence against the majesty, liberty, order and law of the people of these United States. It is an offence against that foundation on which rest the rights, and duties, and blessings of New England, especially in the establishment of schools for the instruction of children and youth. We all know what was said by Rev. Dr. Wayland, most wisely and happily said, in regard to our progress during the last twenty-five years.

I am reminded of a sentiment very commonly used in New England, that there is no great loss without some small gain; and I add there is no great gain without some small loss. We have lost, in New England and in the United States, the respect that was paid to the schoolmaster and schoolmistress, to whom the children and youth, in the early days of this country, as they met them in the streets, always made their best bow and their best courtesy. There was some delicacy expressed in respect to the propriety of passing these resolutions here.

There is the greatest danger in this country that we shall despise, through party spirit and sectarian feeling, the official character and dignity of our rulers. Since this offence has occurred, we should *expect* that the President of the United States would be insulted. No doubt he richly deserved it personally; but if we cannot respect him, we ought to have respect enough for the people to respect his office. To the official character of the individual, in the name of the *Eternal Jehovah*, let all the people of the United States pay respect!

The resolutions passed unanimously.

The First Vice President, John Kingsbury, Esq., here announced that arrangements had been made, by friends in Providence, for a moonlight excursion on the Narragansett Bay, at a quarter before seven, and that tickets would be furnished to the members of the Institute, teachers, and friends, by the distributing Committee, Messrs. Grinnell and Doyle.

At 10½ o'clock, the President introduced Worthington Hooker, M. D., of Yale College, who delivered a lecture upon the "Prominence that should be given to Facts in Education." The education of the child, he remarked, commenced at birth. The senses were the inlets of knowledge, and were early active. The child should be taught to observe, and should be mostly employed upon the facts of the outward world, rather than upon the abstract truths of reasoning. He spoke of the facts of Botany and Physiology as being within the comprehension of even young children, and showed how they might easily be imparted to them. As an illustration of the false method, sometimes followed, he spoke of the manner in which Grammar was usually taught. This he condemned. The proper way was to learn facts at first, and then proceed to general truths, as the mind becomes able to comprehend them.

At the conclusion of the lecture, the choir again favored the audience with some cheering music. The President then announced a discussion upon Geography.

Mr. Edwards, of Salem, addressed the audience upon that subject. We are obliged to omit his remarks now, for want of room.

On motion of Mr. Colburn, voted to adjourn till 2½ o'clock.

AFTERNOON SESSION.

Mr. John Kingsbury, the First Vice President, called the Institute to order.

Mr. Thayer of Boston rose and spoke as follows: Mr. President, it has been customary, as you know, sir, in this body, and in all similar bodies, after having become the recipients of public favor and of generous hospitality, to express their feelings in a vote of thanks. I am almost sorry that this is the custom, sir; for I would not have it understood on this occasion that the resolutions which I wish to offer are a mere matter of form. Sir, we have been received here with more than a liberal, generous, and brotherly hospitality. It would be idle, sir, in the time that remains, to attempt to express the warm sentiments of our hearts in relation to the subject, and I therefore refrain. I offer these resolutions of thanks as the sincere outpourings of our hearts for the overflowing kindness which has been shown us since we came to the city of Providence.

Resolved, That the thanks of this Institute be presented to the Rhode Island Institute of Instruction, for the active and efficient measures by them adopted, whereby our present meeting has been one of the most agreeable, and the very largest that has ever assembled since the formation of this Association.

Resolved, That we recognize in JOHN KINGSBURY, our first Vice President, the moving power which has actuated, not only the Rhode Island Institute, over which he presides, but also the other institutions, in preparing for our reception in the city of Providence.

Resolved, That the warm and cordial welcome extended to us on our arrival, by the Rhode Island Institute, the State Commissioner of Public Schools, the School Committee of Providence, and the Faculty of Brown University, has been more than redeemed by the friendly arrangements, of which we have been the subjects during the present session.

Resolved, That our hearty thanks are due to the inhabitants of Providence for the elegant and generous hospitality extended to us during our visit. Other cities have done nobly, as our hosts, but the city of Roger Williams has excelled them all.

Resolved, That the thanks of this Institute be presented to the Young Men's Christian Association, the Young Men's Christian Union, and the Rhode Island Historical Society, for the civilities kindly extended to us by them; also to the musical performers who have contributed so much to our enjoyment during our sessions.

Resolved, That our thanks be presented to the Eastern, Western, Providence and Worcester, Boston and Providence, Norfolk County, and New York Central, Railroad Corporations, for the facilities furnished by them, whereby so large a gathering of the friends of education has been secured at our present session.

Resolved, That the public press is entitled to our grateful remembrance for the favor with which it has noticed our meeting and its objects.

Resolved, That our thanks be given to the gentlemen who have furnished us with lectures and addresses during the session, and that they be requested to grant us copies for publication.

These resolutions were passed unanimously.

George Sumner, Esq., of Boston being introduced to the audience by the President, gave an address upon "The State of Education in Europe." Four countries were of especial interest, Holland, France, Greece, and Ireland. The schools of Prussia were not what they promised to be. The government would allow to be taught there only what suited its own purposes. Austria had some good schools, but they were subject to the same influences as the schools in Prussia. Holland received a deserved tribute of praise. It was there our Puritan fathers obtained the idea of free schools, which has here been so fully carried out. Ireland was fast improving. She now had a school system which, though it had met with great opposition, was working out good results. The state of education in France and Greece was particularly examined, the lecturer in a great degree being able to speak from personal observation. He closed with an appeal to all present faithfully to discharge their duties as educators.

After a parting song from the choir, the President addressed the audience as follows :

Ladies and Gentlemen : It would be gratifying, as we draw towards the conclusion of our meetings, to listen to remarks from the lips of some one who might address you in a much better manner than I can. But, standing as I do here, with so intelligent, so attentive, and so orderly an audience before me, I would ask, Can any one question the utility of meetings of this kind ? I do not wait to hear any one say, no. I know the answer, and I might ask what particular element is it that renders these meetings so important ? If I were to specify any one, I think it is the interest which the community around us manifests in the object of this meeting. Had we come here — especially if the ladies had not come with us — and deliberated upon the modes of teaching geography, arithmetic, &c., we should have carried away with us a few ideas, but I doubt whether we should have carried away with us that stimulus, that alacrity, which we have gathered from this meeting to prosecute our work in future.

We have been received in a distinguished manner. The very approbation of the University itself, is a host on our side, and for that University I have a profound reverence. For the head of that University I have a *very* profound reverence, and could I go back and become a young man again, I would put myself under his instruction. The students educated at this University, I know from experience, observation, and acquaintance to be of a very high order. In the school under my charge I have had no less than four gentlemen educated in Brown University, and I know of no place to which I would sooner resort for a teacher than that Institution. I came here once, perhaps on a wicked errand, to buy a teacher educated there, but the

bribe that I had was not sufficient. He is now a Professor, but absent on this occasion. I have a high regard for that Institution for another reason. Of all the educational documents that I have ever read, I never read one that so well accorded with my ideas, and I believe the ideas of a large proportion of the intelligent men in our country, as the report recommending a change in the studies of a portion of the students. It was in fact adapting the course of education to the wants of the community. A hundred years ago, perhaps, Latin and Greek and some dry mathematics, with Aristotle's Logic, were the great studies of the age; and a knowledge of these studies constituted a scholar. Not so now. Since I have lived, sciences have grown up which, to understand and comprehend well, would require the study of a lifetime. Education must be changed to correspond with the progress of society.

The spirit with which we have been received here is highly gratifying. I might say very much on this subject. It is not for the luxuries, for the elegance of the accommodations which our friends have afforded us, that we most cordially thank them. It is for the *spirit* which prompted them to open their mansions and their hearts to receive us. Not to detain you longer I will simply say, in closing, that we hope in subsequent years to hold many meetings like this. Gentlemen and ladies, I bid you a sincere farewell, hoping to meet you, if life and health is spared, one year from this. Adjourned *sine die*.

The members of the Institute, and a large number of the citizens of Providence — more than a thousand in all — met again on board the steamer *Canonicus* in the evening, and enjoyed a delightful excursion about ten miles down the Bay; music was furnished by Mr. Clark's Choir, and the American Brass Band. This was one of the most interesting features of the occasion and afforded the highest enjoyment to all.

LITHOGRAPH LIKENESS OF N. P. TILLINGHAST.

A committee appointed by the Bridgewater Normal School Association have obtained from Mr. Bradford, 221 Washington street, an excellent likeness of Mr. Tillinghast, late Principal of the Bridgewater Normal School. Copies can be obtained at 221 Washington street, Boston.

TEACHERS' INSTITUTES.

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|------------|-----------|----------|
| Mansfield, | October 2 | — 7. |
| Lee, | " | 9 — 14. |
| Barre, | " | 18 — 20. |

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THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

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2. Untruthfulness in schools—its preventive and remedy.

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1. Easy methods of instruction.
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The Essays must be forwarded to the Secretary, Chas. J. Capen Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President*.

Boston, May 12th, 1854.

THE MASSACHUSETTS TEACHER.

VOLUME VII.

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Advertisements will be inserted in the Teacher on reasonable terms.

All letters and communications, (postpaid,) should be addressed to the undersigned, and articles intended for the Teacher, should be received one month previous to the day of publication.

SAMUEL COOLIDGE, PUBLISHER, 16 Devonshire Street, Boston.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 10.] LORING LOTHROP, EDITOR OF THIS NUMBER. [October, 1854.

✓ THE SCHOOL AND THE TEACHER.

I HAVE chosen as the subject of a few reflections, *the Relation of the School and Teacher to Education*; — which will be found, I trust, sufficiently extensive — perhaps indefinite — to cover any suggestions I may wish to make. Perhaps there is no greater fallacy in any current mode of expression than that which assigns to any one individual or institution, the whole, or even a principal part in the education of the young. And yet, it has come to this, that the moment the conversation turns upon education, and the means of preparing the young for the duties and responsibilities of life, we intuitively, and almost without exception, fix our minds upon the *School* and the *Teacher*.

Now in this, as it seems to me, there is a great evil. The all-wise Disposer of things never has entrusted, and, I believe, never will entrust, interests of such magnitude to one man, or to one class of means. The removal of the responsibility from all others, would be but poorly recompensed by throwing a weight on one pair of shoulders, under which, humanity itself may well stagger and call for superhuman aid. Education, development, formation of character, is the great end of existence, and shall professional Teachers, — a mere handful, with limited means and time, — have the presumption to “take the responsibility” — and bear the burden which God has diffused through the race, equalizing the pressure, and rendering it as constant as that of the very air in which we live, and move, and have our being? And may a large part, or indeed any part of the community, by the mere payment of a few dollars’ tuition, or by a paltry tax, paid under an annual protest of grumbling, shake off its share of the responsibility, and bind it upon shoul-

ders, upon which it cannot rest, because laden to their utmost capacity already? No. The evil lies in a misconception of the term, education, and a partial view of its ends. It is a responsibility which men assume as human beings, not as school masters — it is inalienable.

Yet, there is reason to fear that many, perhaps most parents, indulge a feeling, — it may not be definitely stated, or even conceived, — that by voting for the annual school appropriation, or by the payment of the quarterly tuition fee, they have transferred all responsibility, at least, in regard to the intellectual culture of their children, to other hands; and should it ever occur to them, that their offspring have other interests than those of station, power, wealth, or are destined for anything beyond the workshop, the counting room, or the office, they complacently call to mind their subscriptions for the support of religious institutions, and the periodical contribution of a *dime*, to give encouragement and efficacy to the unpaid labors of the Sunday School teacher, if they happen to be at church.

The reader will not understand me as wishing to lighten the burden of responsibility which fairly rests upon the teacher. On the contrary I would have him all the more sensible of it. But there is, and must be, a perfect correspondence between a man's power and his responsibility. They are correlative terms; either being given, the other is fairly deducible; and the attempt to load *one* with what belongs to another, is like heaping and crowding down a liquid. Ten to one it will not stay where you put it. Not one person, nor all, indeed, aided by all the influences and circumstances which naturally tend to the development and formation of character, are *unconditionally* responsible for success here; nor can one, nor *all* look upon a fully developed, and perfectly symmetrical character, and say, "Lo, *our* work." There is a *free human will* in the way, without which there could be no such thing as CHARACTER. Nay, there is a point where even the Deity himself seems to restrain and withhold his power, and in the last analysis to leave the dread decision of every question of right and wrong to the free and unconstrained choice of each human being.

We have it, I know, on the authority of the wise man, that a child trained in the way he should go, will not depart from it; and this, no doubt, is a correct statement of a *general* truth. It is the *natural*, but not *necessary* result of the means employed, and, without at all interfering with the freedom of the child, it yet confidently predicates a definite result, as the reward of parental fidelity. Still it must be borne in mind, that the general rule may have its exceptions, arising either from the refractory nature of the child, or the fact, that however faithful the parental training may be, it is yet not all the training to which the

child is subjected. "The child," says one, "is not born to hear but a few voices. It is brought at birth into a vast, we may say an infinite school. The *universe* is charged with the office of its education. Innumerable voices come to it, from all that it meets, sees, feels. It is not confined to a few books, anxiously selected for it by parental care. Nature, society, experience, are volumes opened everywhere and perpetually before its eyes. It takes lessons from all objects within the sphere of its senses, and its activity from the sun and stars, from the flowers of spring, and the fruits of autumn, from every associate, from every smiling, and every frowning countenance, from the pursuits, trades, professions of the community in which it moves, from its plays, friendships and dislikes, from the varieties of human character, and from the consequences of its actions."

Now, as it is impossible that any one can control all these circumstances, which surround the child and operate more or less remotely on him for good or evil, so, it is plain that no one can be made answerable for the resultant of all these discordant and conflicting forces. This view, however, instead of relieving any one of the obligation to use every means in his power to aid in the full development and formation of character in the young, only extends to others, the same duties, and more definitely measures the obligations of each. The teacher, perhaps, more than any other, except the parent, has the means of *interpreting* these various influences and unassorted circumstances, to the child, of leading him to educe from them, the lessons of wisdom which they contain, and of so restraining and guiding him that his *habits* shall but want confirmation to settle into *character*.

I have been led to this train of remark, partly in consequence of the common propensity, both of parents and teachers, to speak in cant terms of the weight of responsibility resting on teachers,—as though it rested on them exclusively; a load which the latter are ready to assume from an idea that it "magnifies their office;" while the former find it very convenient to transfer their sins of omission, if not of commission, to the backs of these scholastic scapegoats. My chief object, however, has been to protest against the very prevalent custom of holding teachers and the common school system responsible for every existing evil in the community; regardless of their logical connection, and winking out of sight all other agencies.

Nothing is more common, than to hear statistics of crime and its increase, spoken of in connection with our system of public instruction, in such a manner as to leave the impression that they are somehow associated together as *cause* and *effect*.

It may not be definitely stated, but there seems in some quarters, to be a feeling that the tendency of common school education is rather to increase, than to diminish crime, and some little complaint has been indulged in, that teachers and pupils are examined less in relation to the principles of morality and justice, than of grammar and arithmetic.

Now, while I consider a healthful and efficient moral training as essential to any system of education, it yet seems to me that the mode of *securing* it is not very clearly indicated by the tone of the complaint.

Should committees adopt the mode of examination suggested, there can be little doubt that many candidates would gladly submit to a rigid examination on abstract questions of right and wrong, in consideration of being allowed to *pass* lightly over grammar or figure less in arithmetic.

But after such an examination, how much more would the committee know of the *moral character* of the candidate, and of the moral *force* which he would exert on his pupils? Nay, is not this examination, itself upon the *principles* of morality, as much, and as exclusively, an intellectual exercise, as an examination in grammar? and in fact *more*, as grammar is often taught, since the former recognizes the principles of *logic*, which the latter too often utterly defies; resting for authority merely on faith in a text-book, and the infallibility of bookmakers?

The complaint, therefore, seems not to be well founded, but to rest on a false notion, that certain things, which, from their nature, "come not with observation," may be brought within the scope of the official vision of three, five, or seven men, elected for that purpose by and from the legal voters at the annual March meeting. No, the fitness of the teachers in respect to character must be come at in another way,—by a strict inquiry (as the politicians say) into his *antecedents*.

In regard to the *mode* of exerting an influence on the character of children, we think that the following quotation from the preface of the Franconia stories by Abbott, contains a valuable suggestion, and is perfectly philosophical.

"The development of the moral sentiments in the human heart, in early life," says Mr. Abbott, "and every thing in fact, which relates to the formation of character, is determined in a far greater degree by sympathy, in the influence of example, than by formal precepts, and didactic instruction. If a boy hears his father speaking kindly to a robin in spring, — welcoming its coming, and offering it food, there arises, at once, in his own mind, a feeling of kindness towards the bird, and towards all the animal creation, which is produced by a sort of sympathetic action, — a power somewhat similar to what in physical philosophy is called *induction*. On the other hand, if the father,

instead of feeding the bird, goes eagerly for a gun, in order that he may shoot it, the boy will sympathize in that desire, — and growing up under such an influence, there will be gradually formed within him through the mysterious tendency of the youthful heart to vibrate in unison with hearts that are near, a disposition to kill and destroy all helpless beings that come within his power. There is no need of any formal instruction in either case. Of a thousand children, brought up under the former of the above-described influences, nearly every one, when he sees a bird, will wish to go and get crumbs to feed it; while, in the latter case, nearly every one will just as certainly look for a stone. Thus, the growing up in the right atmosphere, rather than the receiving of the right instruction, is the condition which it is most important to secure, in plans for forming the characters of children."

A truce, then, to that morbid feeling of responsibility, which, by appropriating the duties of others, disqualifies the possessor for the discharge of his own. It is not so much a question of what the teacher shall *do*, as of what he shall *be*. Let that be attended to, and, whether in school or out, whether attending to a recitation in Wayland's Moral Science, or in Colburn's Arithmetic, a "virtue will go out from him" which will be felt by all within the sphere of his influence. It will require no direct agency of his to heal the moral maladies of his pupils, — even a stolen touch of the "hem of the garment" exerts its health-giving influence, under such conditions. On the other hand, while the moral atmosphere, by which the teacher is surrounded, is charged with pestilential exhalations from the foulness of sin, and decay of all that is fresh and pure within, no amount of sanatory measures will be able to stay the malaria, or ward off the moral epidemic from the infected region.

What, then, (we may be asked) are the appropriate, the peculiar duties of the teacher; — those which pertain to him, if not exclusively, yet more than to any others, not excepting even parents? We answer, (notwithstanding the complaint to which we have alluded) that it is to teach those branches which the pupils are sent to learn, — in which the teacher's competence has been tested by the committee, and upon which the pupils are to pass the same ordeal, as a test of their own, and their teacher's faithfulness and success. Nor is there any danger of losing anything by limiting the teacher to his proper sphere.

Nothing can be well done, when too much is attempted. The teacher must ever have some *definite object in view*, to the accomplishment of which all his efforts must tend. He must have a correct idea of the due proportion which various duties and interests bear to each other, and give to each its due proportion of time and attention. Then, in order to success in imparting

instruction, he must judiciously and successfully manage and control the school. And here he may find difficulty at the outset.

Formerly, in the school, everything was literally done by *rule*. The scholars did their sums, and the teacher the discipline, by *rule*; and many a luckless urchin, long before he knew a *rule* in arithmetic, or understood the application of a rule of *syntax*, was perfectly familiar with *one rule*, which the master applied as a *tax* upon sin! Many of my readers no doubt have *felt* this. The theory of the dependence of the mental inclinations upon the flexibility of the twig, ("just as the twig is bent the tree's inclined,") is now, however, well nigh obsolete, and the teacher who aspires to wear *palm* in his profession, will let the *palms* of his pupils alone, and learn to *rule* his own spirit.

Here then is a problem for the teacher to solve, before he can advance a step. How shall he obtain such an ascendancy over his school, as to enable him to proceed to the business of instruction?

Physical superiority will not answer the demand of the times. It must be a moral or intellectual superiority, united with a spirit of faithfulness, which cannot but inspire with respect. Nor are children slow to recognize this superiority, when judiciously manifested, under such a spirit, in a firm, decided, and generous manner. The teacher must not be behind the times, nor fail to carry with him to the school-room, those lessons, which, though learned amid the din of business, and the clatter of the machine shop, are yet but the exponents of truths of infinitely higher significance. When we see that brute force, and even the ruder properties of nature are yielding in the mechanical world, to the gentler, and more docile elements; so that our Erricsons not only "walk the ocean like things of life," but are beginning to be numbered with the "things that have *breath*," may we not hope that science is reminding us that the most efficient motives in the moral world, are those which address themselves to the *gentler* but *deeper* feelings of our nature?

Then follows the peculiar appropriate duty of the teacher to instruct his pupils in those branches of study which they were sent specially to learn. And here, if he be a *live* teacher, he will find ample scope for his ingenuity.

That the teacher may prove successful in his vocation, it is not enough that he is familiar with the branches to be taught, and is able to state rules and facts in a scientific manner. In fact, the method of instruction would seem to be *the very reverse of that of scientific statement*; and this, it appears to me, furnishes the clue to the true method of instruction in all branches.

The greatest reform, I suppose, and the one most universally admitted to be such, among us, was that introduced, from Pestalozzi, by Warren Colburn, in the method of teaching arithmetic. And what was it? Why, simply reversing the order of instruction, and instead of beginning with committing certain definitions and rules, which it was impossible for the pupil to understand, because he was entirely ignorant of the *fact* defined, he was set to counting his fingers, and performing such simple operations in numbers as he might be able. And this course was continued, till he had performed and analyzed examples containing most of the principles of common arithmetic, without saying a word of integers and fractions, addition, subtraction, multiplication and division. That is, the pupil was made acquainted with the *facts* of arithmetic, before being called on to generalize and deduce the rule — much more to *define* the technical terms.

John Locke, indeed, had said, many years before, that “nobody is made anything by hearing rules, or laying them up in memory; *practice* must settle the habit of doing, without reflecting on the rule; and you may as well hope to make a good painter or musician extempore, by merely *lecturing* on the arts of painting and music, as a coherent thinker, or strict reasoner, by a set of *rules*, showing him wherein right reason consists.” This opinion, the result of the most extensive and successful observations of mental phenomena, and profound study of the laws of mind, is sustained by the experience and practice of mechanics and practical men. No one thinks of getting a trade, simply by learning the names and uses of the parts of the article to be manufactured, and committing a few *rules* as to the manner of uniting them. A greater than Locke had uttered the same truth, when he said, “If ye *do* these things, ye shall *know* of the doctrine.”

It is no less true in education, than in mechanics, morals and religion. Why not, then, carry the same principle into all our teaching? — into grammar, for example; where teachers have manifested so little of common sense and philosophy, and so much of dogmatism and pedantry. Grammar professes to teach the art of speaking and writing correctly; yet we all know that scholars may be taught to name the parts of speech in a sentence, with the modifications and relations of the words, in the technical language of the books, assigning the appropriate rule of syntax, and yet be no more able to express their ideas readily and accurately, in grammatical and well constructed sentences, than a carpenter's apprentice is to build a house merely by studying the *plan* and specifications of the architect.

Neither is it strange that parents, who know nothing of grammar, except what they have acquired by the *use* of language,

— after having heard their children at the examination, prate learnedly of nouns and pronouns, etymology and syntax, modes, tenses, &c., — when they find these same prodigies incapable of writing even a tolerable letter, — should query, like the boy who had spent some time, and made much exertion to learn the alphabet, — whether, after all, it was worth while to go through so *much* to learn so *little*! Albeit a teacher himself, we sympathize with them in their doubts! We commence with the *promise* to teach the pupil to *speak* and *write* correctly; that is, to express his ideas in correct sentences, using the proper grammatical forms, — and then go on to define certain technical terms, and tell how, by the use of these technicalities, to *analyze* language that somebody else has written, — keeping, at the same time, the real analysis buried under a mass of hard words, of which the pupil knows less than of the language to be analyzed.

Not that technical terms are unnecessary, and worthless. They give precision and exactness to scientific statements, but are the appropriate medium of thought, for those only acquainted, to some extent, at least, with the sciences or arts to which they belong. Why not, then, reverse the whole process as we have in arithmetic? Children certainly know as much of language from the daily use of it, as they do of numbers. Indeed, there are intimations that they very early recognize its general principles, to an extent sufficient to serve as a basis for a broader and more accurate knowledge of it. For instance, children, when they enter our schools, express their ideas by means of sentences. They use the singular and plural numbers appropriately.

They use the appropriate pronouns to represent a noun in certain relations, recognizing the grammatical principles of gender, person, number, case, and a variety of other things, which may be taken advantage of by the teacher. Even the errors of children in the use of language, show how early they acquire a knowledge of its *general* structure. Thus a child, who says “gooder” instead of “better,” has learned the *regular* formation of the comparative degree, and is ignorant, only of the exception. When he says “mans” for “men,” or “runned” for “ran,” he shows that he recognizes the regular formation of the plural of nouns as well as that of the *past tense* of verbs. He has already begun to make a grammar of the language, and wants only encouragement and guidance to the accomplishment of his task.

In all cases, let the facts of language be first shown not by definitions, but by constructing and analyzing easy sentences, showing for what purpose each word is used and how it affects the *meaning* of the sentence. Thus taught, instead of loading

the memory with words to which no meaning is attached, grammar becomes purely an *intellectual* exercise, showing the power of words in modifying the sense, — that the meaning is not contained in one *mass*, but that one class of words suggests to the mind, the person of whom we are speaking, another describes the person, another tells what he does, and another how, when, or where. This, in itself, if carried no farther would perhaps furnish the best exercise possible to rouse the dormant faculties of the child, to cultivate his powers of observation, and discrimination, and to impart quickness, accuracy and intensity, of thought and expression.

Professor Gibbs says, "there can be no exercise in the whole business of instruction more useful to the mind, than the analysis of sentences in the concentrated light of grammar and logic. It brings one into the sanctuary of human thought, — all else is but standing in the outer court." It may be said, however, that the sentences required in teaching the elements, must be very simple, and the sense very obvious. It is sufficient, however, to say that they are intended for children, whose thoughts are simple, and whose minds are untrained to any severe exercise of the powers of discrimination, classification and abstraction. Besides, they are intended for illustration, and are therefore better, even for adults, than sentences (where, indeed, no new *classes* or *relations* are found,) but only where these distinctions are less obvious. That certainly is the best *illustration* of a principle, which contains it in its simplest, and most transparent form; — a fact, it would seem, not always recognized by teachers.

An important branch, closely related to grammar, and one which occupies a prominent place in the exercises of the school room, is *reading*. This exercise justly claims a large share of the teacher's time in most schools.

Is that time judiciously spent? Has the teacher a *definite aim* in each lesson? or is it merely a hum-drum exercise, which must be gone through with daily, with no particular reference to a definite result? Language has been defined as the "verbal body of thought." Reading or elocution may appropriately be styled, the *dress* of *language*. Is the garment made to fit the body? or does it hang loosely and awkwardly upon it, concealing or distorting its symmetry, as our cheap slop-work caricatures the fair proportions of the *human* form?

Not that *elocution*, as commonly understood, is to be taught to the pupils of our primary, or perhaps even grammar schools. But is it too much to expect that the *teachers* should understand the principles of elocution? How else can they teach intelligently?

We suppose that the human voice is capable of being trained to the expression of every shade of feeling, emotion, and passion, of which the mind is susceptible, and the ear is capable of being trained to an appreciation of them. We suppose also that every mode or condition of the mind, requires its peculiar and appropriate mode of expression, and the teacher who works with a purpose, will endeavor to develop the *vocal* power to use these elements with delicacy, precision and effect; and to cultivate the *ear* to a just and nice appreciation of them.

There is a special reason why this culture of the voice and ear should form a part of our school exercise. It is in youth, when the organs of speech are flexible, that they are most easily trained to these modulations. Nay, it is extremely difficult, if not impossible for an adult by the severest training, to acquire an easy and habitual use of those elements of expression, which may readily be imparted to pupils in our grammar, or even primary schools. Thus, by suitable exercises, in the articulation of the elementary sounds, and the most difficult combinations — in pitch, rate, force, inflection, emphasis, pause, and the different qualities of tone,—the ear and voice may be cultivated, long before the judgment is sufficiently matured to understand the principles of their *application*. When this early training has been thorough and correct, the reading exercise of the more advanced scholars in our grammar and high schools becomes indetical, or nearly so, with the grammatical and logical analysis of the language. — A teacher may, in fact, by proper modulations of the voice, in tone, rate, inflection, &c., exhibit to his pupil shades of meaning and feeling, in the language of an author, not only beyond what the mere *words* would suggest to them, but which he would utterly *fail* of communicating by any commentary of his own.

Indeed, *perfect reading* is the most critical and intimate analysis of language possible. It takes cognizance not only of the *physiology* of language,—the *body* of thought,—but of the *psychology* of the invisible *thought*.

It will be seen, therefore, that the teacher, if he attends to his own appropriate duties with fidelity, will find little time to discharge those which as appropriately belong to others; that, as we have already stated, there are limits to human responsibility; and that the office of teacher forms no exception to the general principle; that here as elsewhere a man's ability is the full measure of his *duty*; that *every* thing is *best* done where each attends to his own business. We believe that much of the lack of parental discipline, and home instruction, of which we hear so much complaint, is due to the *false pretences* which are held out for our common schools in articles and addresses, where *moral training* and instruction are represented as their

leading and legitimate object. It is but simple *honesty* to say that such schools do not exist among us ; and that the teacher who can furnish to his committee no *intellectual* results of his labors will probably be reported to have failed in the essential requisites of a common school teacher. There are some things, however, which the teacher may do, and should do, but which, it may be feared, are not always done. He may in the discipline of his school so appeal to the fairness and moral sense of his pupils, as not only not to *pervert* or *obliterate* the distinction of right and wrong, but in such a manner, as to keep constantly before them a model for study and imitation.

There is a code of morals, and system of school discipline based upon it, which, regarding stillness as the chief of all the virtues,—measures all offences by their tympanic effects.—Falsehood, deceit, &c., are faultless if noiseless ; while an incalculable amount of wickedness lurks in the extremities of an unwieldy and uneasy urchin, especially if terminated by a pair of cowhide boots. What wonder, if a boy, subjected to such discipline for two, three or five years, and whose experience during the time has been such as to associate all his ideas of retribution with some such unlucky and noisy appendages, should find his primitive ideas of right and wrong, in rather a confused and chaotic state ? For all this we hold the teacher responsible. The moral atmosphere of the school-room—to borrow the figure of Abbott—should be pure, but all the activity and skill of the teacher will be required in the direct line of his professional duties ; and you may as well hold the lawyer, physician, and clergyman severally responsible for the professional duties of the others, as to unite them all in the profession of teaching. We have hinted at some of the methods of instruction in a few of the branches taught in our schools. The *principles* of instruction which these hints are intended to illustrate will apply equally to all other branches.

Let no one, however, suppose that *any one* method will answer at all times, and for all scholars. In the words of Martineau, the “teacher needs that variety and fertility of resource, that command of the several paths of access to truth, which are given only, by a thorough survey of the field on which he stands. The instructor needs to have a full perception, not merely of the internal contents, but also of the external relation, of that which he unfolds ; as the astronomer knows but little, if ignorant of the place and laws of sun and moon, he has examined only their mountains and spots.” And he adds, “Hence it is that the most cultivated minds are usually the most patient, most clear, most rationally progressive ; most studious of accuracy in details, because not shut up impatiently within them, as absolutely limiting the view, but quietly contemplating them

from without in their relation to the whole." As a general result, then, of all our inquiries thus far, we see that the teacher, (of *all* men) should possess that rare *versatility* of talent, which will enable him to meet the various wants of different minds, and of different stages of development. His mind should be a perfect kaleidoscope, exhibiting new and varying forms and combinations of the truths he would illustrate, with each successive change of circumstance.

It is under this condition of mental activity that the teacher himself can have any other than a one-sided and partial view of truth; much more that he can make such an exhibition of it to his pupils, as to secure to them a thorough acquaintance with it, in all its various phases and modifications: And where such activity exists, under the guidance of good judgment and united with a spirit of faithfulness, it cannot fail of ultimate success.

MR. COLBURN'S REMARKS

BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION, ON
ARITHMETIC.

AT the close of Mr. Hedge's remarks before the American Institute of Instruction, on the subject of Arithmetic, Mr. Dana P. Colburn, Principal of the State Normal School, Providence, R. I., continued the discussion as follows:—

Mr. President, and Ladies and Gentlemen:—As it is probably the wish of all present that the discussions before this Institute shall be of as practical a character as possible, I shall avoid all mere theories, and endeavor to offer such suggestions as my experience and observation have convinced me may be of value.

The subject of Arithmetic, as I understand it, is included within these limits:—To be a perfect arithmetician, a person must in the first place have a knowledge of the nature and uses of numbers and of the various methods of representing them. In the second place, he must have a knowledge of the nature and uses of numerical operations and the methods of indicating and performing them. These operations are four in number, viz.: addition, subtraction, multiplication, and division. Thirdly and lastly, he needs, in addition to these, such mental discipline as shall enable him to determine from the conditions of any given problem the operations necessary for its solution.

A person with these qualifications I hold to be a perfect arithmetician; such as a teacher should strive to make of his

pupils. And in trying to accomplish this, he should endeavor so to shape his course as to secure the greatest possible amount of mental discipline, the best possible habits of thought, and the best preparation possible for the active duties of life.

The first thing to be done in teaching this department is, to make the scholars acquainted with the nature and use of numbers. The idea of number is of itself an abstraction. We have then to make our pupils acquainted with an abstract idea, and, as we were told in the lecture yesterday, we can only impart abstract ideas by first presenting a representation of them in the concrete. The first idea of number then must be given by reference to visible objects, as marbles, pebbles, pens, books, &c., — no matter what they are, if they are such as can be easily exhibited to the pupil or readily handled by him. He should apply the term "*one*" to each of these, and to a variety of other objects, absent as well as present, and to words and actions as well as things.

This might perhaps be the first lesson. I would give this great variety of illustrations because it seems important to leave in the mind a clear idea of unity, the abstract number one, as applicable to any object, and yet independent of all. Moreover unity is the base of all numbers, and unless its nature is understood, no higher number can be comprehended.

The pupil is now prepared to pass to the next number, *two*. To teach this I would exhibit any object and let the pupil apply the term *one* to its name, as "*one book*"; then exhibit another "*one book*," then both together. They may be called "*one book and one book*," for the present, or we may at once give the name "*two*"; it matters not which, for it is the idea of the union of one and one which is to be taught, and words must be subordinate to ideas always. These illustrations should be extended and varied till *two* is as familiar as *one*.

Instruction should now be commenced in the various numerical operations, always presenting them first in the concrete, and illustrating each to the eye. Thus, [taking a book] "How many books have I?" If I should get another how many should I have? [Taking another] "How many have I?" How many more than before I took the last? If I should put one away, how many should I then have? &c., &c.

Then without exhibiting the objects, "How many peas are 1 pea and 1 pea? 1 pea from 2 peas leaves how many peas? 1 pea and how many peas are 2 peas?" &c., &c. And finally such abstract questions as "How many are 1 and 1? 1 and how many are 2? 2 are how many more than 1? 1 is how many less than 2? 1 from 2 are how many? 1 from how many leaves 1? 2 less 1? 2 less how many are 1? how many from 2 leave 1?" &c., &c.

I would present this great variety of questions and exercises to insure that the pupils shall have at the outset a true idea of the nature and use of numbers and numerical operations; that they shall *master* each number before passing to a larger one, and be able to compare each with every preceding one. Such thoroughness is essential to all true progress, and a want of it is the cause of a greater part of the difficulties which so often beset the path of the student in this department of science. If the teacher will see to it that each step is taken at the right time, and understood when taken; that each process follows naturally from a preceding one, and is mastered when it is introduced; that the mind of the pupil is ever kept active and his attention fixed; the pupil will never, from the beginning of his course to the end, encounter any insurmountable or formidable difficulty. The questions in abstract numbers should be given very rapidly, to secure promptness, rapidity, and accuracy of thought, and fixed attention.

Simple practical problems, (stories, they may be called, to add to their interest,) should now be given; as John had 1 cent, his father gave him 1 more; after which he lost 1. He soon after found 1 by the road side, and spent one for candy, and 1 for raisins. His mother then gave him 1 for being a good boy, and again he found one. He now gave 2 to a poor old woman, and did an errand for which he received 2 cents. He spent a cent for nuts, and received one for doing an errand. He then had the misfortune to lose 1 cent, how many did he have left?

This question involves only the numbers *one* and *two*, and is so simple that the smallest pupil can comprehend and perform it, yet it requires for its solution a continuous train of thought and investigation, and reasoning processes as complete as any required in arithmetic. Every scholar who solves it as it is given, must give his individual attention to it; must follow through a continuous train of thought; must note each condition, determine what operation it requires, perform the operation, and determine what use to make of the result; in short, must concentrate his entire mental energies, for the time being, on the work he is performing. How can such work be other than valuable to him? How can it do otherwise than discipline his mind and give him intellectual strength and vigor? And what more profitable work can he be called on to perform? What work will as surely lay a foundation for real or rapid after-progress?

The other numbers should be introduced in the same manner, and similar exercises should be given in each till the first ten numbers are learned and mastered in all their various combinations. This done, the foundation is laid; the most difficult

work accomplished. All else connected with the mechanical operations of addition and subtraction, the basis of every other, is but an application and extension of operations on the numbers from one to ten. The child who knows that 4 and 3 are 7, has but to know the decimal formation of the higher numbers, to know that 40 and 30 are 70; that 400 and 300 are 700; that 4 trillions and 3 trillions are 7 trillions, &c., &c. So with 5 and 4, 15 and 4, 25 and 4, 85 and 4, 35,000 and 4000, &c., &c. Again 4 from 7, 40 from 70, 4000 from 7000, 24,000,000 from 27,000,000, &c., &c., exhibit the same dependence. Again, 4 times 3, 4 times 30, 4 times 30,000, 4000 times 3, &c., &c., are further illustrations of it.

Such being the case, it is of the utmost importance that here in the primitive operations, we should be especially thorough, and that whatever amount of time is necessary to give the pupil a mastery of this fundamental work should be given to it. These operations, which we call addition, subtraction, multiplication, and division, are all of like nature, all dependent on the memory. For instance, the child knows that 4 and 3 are 7. How does he know it? He once saw 4 things, then 3 things, then the two collections combined, and by counting he found that the united collection contained 7 things. This is true whatever are the objects, and it only remains to commit it to memory. At first it may be difficult to call up the idea of 7 whenever 4 and 3 are to be added, but by continued repetitions the thing becomes so familiar that the mention of 4 and 3 suggests 7 to the mind without conscious effort. So with all other of these primitive combinations. If I speak to you of 8 and 9, the idea of 17 flashes into your minds as instantaneous and as certainly as though I had presented it by its more abbreviated representative, its name, *seventeen*. So the child should be thought at each step of his progress. He should be drilled now on one form, now on another, till these combinations are as familiar with him as with you, and as firmly impressed on his mind as they are in yours.

These mechanical operations on the ten primitive numbers, however dry subjects of discourse they may be, and however trifling and unworthy of attention they may appear, are of the utmost importance in the science and art of Arithmetic. They are just what the letters of the alphabet are to reading. We *expect* to have *all* our pupils acquire such a power over the letters of the alphabet as to be able to call each printed word the moment their eyes fall upon it. No one is a tolerable reader who cannot do this readily and easily, and no amount of labor necessary to give this power is regarded as too much to devote to the *primary* lessons in reading. So the child should be drilled in this department of numbers, till he has such a power

over them that the instant his eye falls on the numbers to be combined, he can seize the result and use it. Anything less than this is insufficient.

This power over numbers is as easily acquired as the power over the letters of the alphabet, to which I have referred. And how is that obtained? The child first learns some of the letters. Then the teacher combines them in a word, as C A T. The teacher calls the word; lets the child call it after him; points out the letters separately and lets the child distinguish each; points out the word in another place to see if the child can recognize it; requires the child to point it out and call it, now by itself, now to select it from other words; and so he goes over it again and again, day after day if need be, till the word is *learned*. We have all been taught in some such way as this, and what a power do we possess in the art of reading. We take a book which we have never before seen, and which treats on an unfamiliar subject, yet we can call the printed words as rapidly as we can speak. Nay, more; the eye and the mind can recognize them more rapidly than the tongue can utter them. So skilled may we become in the mere mechanical art of reading that we may read pages aloud, calling every word correctly, and yet not note a single thought which has been expressed. In reading, the eye is usually in advance of the tongue. Who that reads much aloud, has not at some time or other found his eye glancing at words printed in one place, his tongue pronouncing words printed in another, and his mind dwelling on thoughts expressed by words printed in still another?

A similar course would give our pupils as great a power over numbers. Accountants often acquire it. An accountant once told me that in adding up long ledger columns, he had often been surprised to find his eye at the top of the column, the result of the addition at his tongue's end, while, as far as he knew, his mind was engaged on numbers expressed between the bottom and top.

In passing to operations involving higher numbers, they should be so presented as to exhibit their dependence on the primitive ones, and to secure at once accuracy, confidence and rapidity. A thorough drill should be given upon the mechanical processes, and to insure the best possible results, the exercises should be given in a great variety of forms. I will suggest a few of them.

How many are five, nine, eight, seven, four, nine, six, eight, seven, six, eight, five, nine, three and six?

How many are twenty-four, plus eight, plus six, minus nine, minus four, plus seven, minus eight, minus five, plus seven, plus nine, plus eight, minus four, minus six, plus two?

How many are five times seven, plus one, divided by six, multiplied by nine, minus six, divided by six, multiplied by eight, plus nine, plus six, plus five, divided by seven?

Multiply three-fourths of twelve, by two-sevenths of twenty-eight, add one-eighth of forty, divide by one-seventh of forty-nine, multiply by three-eighths of sixteen, and add four-ninths of eighteen.

These are but a few of the forms in which such exercises may be given. The questions should be given as rapidly as the condition of the class will allow, and scholars may be profitably exercised upon them, in connection with other work, at all stages of their progress. No very great amount of practice is necessary to give pupils a power of performing such operations as rapidly as the tongue can indicate them. I have to-day given these examples no more rapidly than I am in the habit of given them to my own pupils, or than they are given daily in some of the Public Schools of this city.

By such exercises, pupils not only gain an almost perfect command over numerical operations, but they acquire great mental activity and quickness of thought, and a power of concentrating their undivided energies on the process they are required to follow. They must shut out from their mind, during the operation, everything which does not belong to it, or they cannot obtain the result; for if a single number or step of the operation is lost, it cannot be recalled, nor is there any time to rectify errors. Such work, then, aside from its arithmetical utility, cannot fail to give much valuable mental discipline.

The reasoning processes of Arithmetic should receive the careful attention of the teacher. They are sometimes apparently difficult and complicated, but may always be reduced to very simple elements. Those involved in Multiplication and Division can be the most easily exhibited in such a discussion as this, and I will ask your attention to them for a few moments. Suppose that the question, "How much will four apples cost at three cents a piece?" should be proposed to a class. The answer promptly given will be 12 cents. "But how do you know?" says the teacher. "Because 4 times 3 are 12," replies the scholar Mary.

But this is not enough. The scholar should trace clearly and state the connection between the problem and the result, 4 times 3, but he should first be led to see the deficiency of his former answer. To show him this, the teacher may reply, "Yes, I know that 4 times 3 cents are 12 cents, and so 4 times 4 cents are 16 cents. Why do you not say 16 cents then?" "Because the apples cost 3 cents a piece; not 4." "Then why not say 15 cents, because 5 times 3 cents are 15 cents?" "Because there were only 4 apples, and they cost 3 cents

apiece." The pupil will now see that to make his reasoning perfect, he must take into account the number of apples and the price of each, and will after a little effort be able to give a perfectly rigid demonstration, similar to the following. "If one apple cost 3 cents, 4 apples will cost 4 times 3 cents, which are 12 cents. Therefore 4 apples at 3 cents a piece cost 12 cents."

It is much better that the scholar should thus discover this process for himself, than that the teacher should give him an arbitrary form for it, for he will better understand and appreciate its nature. Moreover he will be thrown more fully upon his own resources, and will do more of the work for himself. It should be always borne in mind that it is work which the scholar does for himself which educates him. The work done by the teacher cannot do it. He is the best teacher who throws the most work on his pupils, and does the least direct work for them. Indeed, were it possible for a teacher to stand before his school and do nothing himself, yet keep every scholar profitably and constantly employed in performing the appropriate work of the school-room, he should do it; and he who could do it, would best deserve the title of Model Teacher.

The reasoning process now given, simple as it is, is the key to all processes in Multiplication which are required in Arithmetic, even those which depend directly on Algebraical or Geometrical principles. There is not in Arithmetic, from beginning to end, a question requiring a multiplication not depending directly on Algebra or Geometry, which does not require essentially this process. By fully mastering it, then, in its simplest form, we are preparing to refer to the same simple principles, questions apparently entirely unlike.

Thus 4 yards equal how many feet? This question is, in works on Written Arithmetic, classed with questions in "Reduction Descending," and a special rule is given for their solution. But it requires (the Tables being learned) no new principle, reasoning process, or operation. Thus since one yard equals 3 feet, 4 yards must equal 4 times 3 feet, which are 12 feet.

Reduce 4 to thirds. This is classed with questions in the "Reduction of Whole Numbers to Improper Fractions," and is honored with a new rule. The simple solution, however, is, "Since one equals three-thirds, 4 must equal 4 times three-thirds, which are 12-thirds."

"What will 4 yards of cloth cost at 3-twentieths of a dollar per yard?" This again is thrown into a new class, viz.:—"To multiply a Fraction by a Whole Number," and has its peculiar rule. The solution is however as before. "If one yard costs 3-twentieths of a dollar, 4 yards will cost 4 times 3-twentieths

of a dollar, which are 12-twentieths of a dollar." The list might be extended indefinitely, but cases enough have been given to show the absurdity of the common classification, or rather the absurdity of requiring scholars to burden their memories with formal arbitrary rules. I have given four questions, all, as we have seen, alike in principle, and all involving the same reasoning process; yet by the system of rules, the pupil is required to learn them as though they had nothing to do with each other. He first learns his rule for Simple Multiplication, then, after turning over a few pages, he comes to Reduction Descending, when he must learn a new rule, and how to work by it; a little further on is Reduction of Whole Numbers to Fractions, with a new rule to be learned, and a process presented as new to be mastered; and so on again to Multiplication of a Fraction by a Whole Number, when the same process is to be repeated. Now is not this unphilosophical? Does it not render the subject altogether too complicated, and impose a great amount of needless labor on the pupil?

In Division, there are two forms of reasoning process corresponding to two distinct classes of questions. One of them will be required in the solution of the question, "How many apples at 3 cents apiece can be bought for 12 cents?" The reasoning process required is in spirit as follows:—"If for 3 cents one apple can be bought, for 12 cents as many apples can be bought as there are times 3 cents in 12 cents, which are 4 times. Therefore 4 apples at 3 cents apiece can be bought for 12 cents."

The following questions require this process;

12 yards equal how many feet?

12 thirds equal how many ones?

How many yards of cloth at 3-twentieths of a dollar per yard, can be bought for 12-twentieths of a dollar?

To illustrate the other form of reasoning process, let us consider the question, If 4 apples cost 12 cents, what will 1 apple cost? The reasoning process is, If 4 apples cost 12 cent, one apple will cost one fourth of 12 cents, which is 3 cents.

The following questions require the same process, which, as will be perceived, recognizes the principle of Fractions.

What will 1-fourth of a barrel of flour cost at 8 dollars per barrel?

If 4-sevenths of a yards of cloth cost 12 cents, what will 1 seventh of a yard cost?

The processes thus hastily sketched are all which can occur in Multiplication and Division, except when we come into the province of Algebra or Geometry. They will not always assume precisely the forms which have been given, but in spirit and essence they will be the same. And they are the key to all

operations in Multiplication and Division. Equally simple and general are the processes required in Addition and Subtraction. We would not be understood to say that no problem requires the application of more than one of these processes ; far from it. A problem may require several of them, or that the same process shall be many times repeated ; but each process shall of itself be simple, and in all such cases the original problem can be resolved into a series of simple ones, each as simple and easy of solution as those we have given. We say, then, that these processes are the key to all arithmetical operations, and submit the question,—Is it not better, is it not more philosophical to require our pupils perfectly to master these, and to base their work upon them, and learn every where to apply them, than to burden their memory with so many arbitrary rules and useless distinctions ? In the one case we are teaching principles, developing the reasoning powers, and cultivating the whole mind, while in the other we are teaching forms and cultivating the memory only.

In Mental Arithmetic we take such a course as has been recommended. We do teach principles, we do require our pupils to follow out rigid reasoning processes. What teacher in using Warren Colburn's First Lessons ever thought of giving his pupils a rule ? Yet every one praises that book as the best ever written ; every one who ever studied it speaks of it as the one from which he derived his most valued arithmetical knowledge and discipline. Why is this ? Simply, I fancy, because it has no rules, because it throws the pupils so much upon their own resources, compelling them to learn principles, to follow out rigid reasoning processes, and connected trains of thought, to examine and know for themselves the necessity and reason of the steps they take and the operations they perform.

When the scholar has been through Mental Arithmetic and takes up Written, he seems to have entered on an entirely different field, where all that he has formerly learned is to be thrown away. At the very outset he is required to learn an arbitrary rule, then another, then another, &c., &c., learning each as a new and distinct thing having nothing to do with any other principle or process, or with anything previously learned, when perhaps precisely the same operations may be required, and the same principles involved in all of them. Is this philosophical ? What difference is there between Mental and Written Arithmetic, to require so wide a difference in our methods of teaching them ? The only real difference in their nature is that in Mental Arithmetic we must retain in the mind the numbers we use and the results we obtain, while in Written Arithmetic we write them, and thus relieve the memory.

Another point which I would suggest is, that scholars ought always to prove their work for themselves, instead of verifying it by comparison with the work or answer of another. I believe that the practice of placing the answers to arithmetical problems within reach of the pupil, either in the text-book or key, is always injurious.

In the first place such tests are unpractical, for they can never be resorted to in the problems of real life. What merchant ever thinks of looking in a text-book or key, or of relying on his neighbor to learn whether he has added a column correctly, drawn a correct balance between the debit and credit sides of an account, or made a mistake in finding the amount of a bill?

When a pupil, having left the school-room, performs a problem of real life, how anxious is he to know whether his result be correct! Neither text-book nor key can aid him now, and he is forced to rely on himself and his own investigations to determine the truth or falsity of his work. If he must always do this in real life, and if his school course is to be a preparation for the duties of real life, ought he not to do it as a learner in school? Is it right to lead him to rely on such false tests?

But the labor of proving an operation is usually as valuable arithmetical work as was the labor of performing it; and it will oftentimes make a process or solution appear perfectly simple and clear, when it would otherwise have seemed obscure and complicated.

Again, the science of Mathematics, of which Arithmetic is a branch, is an exact science; it dwells in no uncertainties, its reasonings are always accurate, and, if based on true premises, must always lead to true results. In Arithmetic, the pupil may always *know* that a certain step is a true one, and one which he has a right to take. He may *know* whether he has taken it correctly, and thus be certain of the truth of his first result. He may be as sure of the truth of his second step and second result, and of his third and his fourth. And when he reaches the end, and obtains his final result, he may be as sure of the truth of that as of any preceding; so sure that he will be willing to abide by it and stake his reputation upon it. And the subject should always be so presented that the pupil will be forced to apply such tests, and to determine for himself the truth and accuracy of his processes, and thus be led to form a habit of patient investigation and just self-reliance.

With these views, then, I would do away with everything like an answer in the text-book, and with everything like a key. I would from the first throw the scholars on their own resources, and hold them strictly responsible for the accuracy of their work. Such a course, faithfully followed, would almost entirely

prevent the formation of those careless habits of work which scholars so usually form. How often may we see a scholar studying with book and slate before him in a manner something like the following. The book is open perhaps at simple addition. Every problem on the page is one in addition, and usually all the numbers in each problem are to be added together. The pupil knows this, and so, without reading the problem he is to solve, or noting its conditions, he writes all the numbers mentioned in it, adds the first column, compares the unit's figure of the result with that of the answer in the book,—if alike, right and the second column is added ; if unlike, wrong, and the whole is removed, only to be re-written as carelessly as before, or to prepare the way for the call, " Please to show me how to do this sum."

Is not this a true representation of what has taken place again, and again, and again in our schools, and is called the study of arithmetic ? But it is no study, it is a caricature on study. And can we wonder that pupils who pass through our schools subject in a greater or less degree to such influences, fail to become fitted for business pursuits and duties ? Go to the counting-room and ask the merchant if the boys who come to him from the school with the reputation of being good arithmeticians are prepared for an accountant's duties, and he will tell you that he would scarcely trust one of them to add up a ledger column, or make out a simple bill. Ask him again if he follows the processes he learned at school, and he will reply that he never uses them, and has entirely forgotten them ; yet he will put our school-boys to shame by the rapidity and accuracy with which he performs his work ; and he has acquired this power by being thrown on his own resources, by being forced to throw away all arbitrary rules, by learning to consider each example by itself, by learning to seize it in its most vulnerable point, and perform it in the most ready manner possible. So it should be in our schools.

Is it asked, " Would you have no rules ?" I think them useless, unless for the operations depending directly on Algebra and Geometry ; for so long as the scholar finds it difficult to reason out and explain fully his processes, the labor of doing it will be the most profitable which he can perform ; and when it becomes perfectly easy, the whole thing will be understood, and no rule will be needed, other than that which the scholar himself will give in describing his processes.

I have thrown out these sentiments, Fellow Teachers, for your consideration. I have spoken very freely and frankly, and have endeavored to give my honest opinions and views, assured that they will receive such treatment at your hands as they may deserve.

ON SPEAKING THE ENGLISH LANGUAGE WELL.

By the phrase "speaking the English language" we mean to include reading, conversation and what is commonly called public speaking. In this brief article we shall confine ourselves to one point—the correct and tasteful utterance of words—good pronunciation—without entering at all upon the broader fields of discussion in regard to the selecting and arranging of words in sentences, in accordance with the principles of good taste. We all know that the laws of our language are established by the usages of our best speakers and writers; that is, those who *pronounce* our language in the most accurate and agreeable manner; and those who arrange words into sentences in such a happy style as to attract and secure the attention of the reader, and to impress upon his mind the authors' ideas, and at the same time to gratify a cultivated taste.

The space allowed for this article will confine us to a few illustrations of the evils of *bad pronunciation*. Vulgar forms of speech corrupt the tastes and minds of a community.

"Words lead to things: a scale is more precise, —
Coarse speech, bad grammar, swearing, drinking, vice."

It has often been asserted, and we presume it is true, that there is not a country on the face of the earth in which so large a proportion of the population speak the national language *decently well*, as in the United States. But on the other hand we believe it to be equally true that there is not a civilized nation under the sun in which *so small* a proportion of the *educated* people are in the habit of speaking the language of the country *very well*.

In New England all Americans can read and converse *tolerably well*; and a large proportion of the men will venture upon public speaking on some of our various occasions for discussions.

But how few in comparison with the whole number of *well educated* persons among us have ever acquired an *elegant pronunciation* of our language—have ever accustomed their organs of speech to stamp upon all their words the true sounds and accents which give them a completeness and finish as they fall from their lips like perfect coins from the mint.

We do not consult our dictionaries enough, nor are we sufficiently careful to ascertain precisely what sounds the marks used by the lexicographer are designed to indicate. And moreover we do not cultivate our ears enough to perceive many of the nicer distinctions in the sounds of our language, nor do we train our organs of voice sufficiently to make them utter with ease and elegance these important distinctions. We will allow that the distinct and beautiful pronunciation of a *well educated*

English gentleman or lady puts to shame the less elegant utterance of our best conversers; but we should not on that account imitate all Englishmen, cockneys and all.

Cockney, says Noah Webster, is "most probably" derived from an old Latin word that used to signify kitchen, cook, or waiter at table. One of the early English poets seems to have used the word in the latter sense:

At that feast were they served in rich array,
Every five and five had a Cockeney.

In England this cockney dialect, or "Kitchen English," is confined below stairs, and is never allowed to appear in any well-bred and well-educated family in the realm. But in this country, unfortunately, certain forms of this vulgar speech have been permitted to come into the parlor, and mingle in good society. We laugh at certain forms of Cockney-English, while at the same time we imitate others equally offensive to good taste. When we hear an Englishman speak of "*heating 'am and heggs*," "*'aving 'ot cffee*," for his breakfast, we look knowing at each other, and say something about Yorkshire cockneys.

But when a young glove-fingered London cockney comes here, either to see the country or to transact some business, he presents his letters of introduction and receives some social attentions. In conversation, he informs our young ladies and gentlemen that "the English clergy always wear *wite* cravats *wen* in the pulpit, *wich* he observes is not the uniform custom in this country, *were* he has been." Immediately young America begins to imitate this cockney English, and he is soon heard speaking of the "*wheels* of carriages," the "*wig* party," "*steam wistles* on locomotives," &c. Even blushing young ladies have been suspected of *wispering* to each other about young gentlemen's *wiskers*. Old and young sit down together in the evening to play *wist*.

This vulgar practice of omitting to sound the *h* when it comes after *w*, in a large class of words in our language, has been tolerated so long, that it is beginning to be considered a *respectable* if not an *elegant* way of speaking. But it is Cockney-English; and is fit only for a kitchen dialect.

Nowadays a young boy begins by calling one of his playthings a *wip*, and then he boasts of his skill in *wittling*, and when he comes to be — as he sometimes does — an old boy, he ends by calling for more *wiskey* punch.

The schools are fighting against this detestable cockney style of speaking, but the street practice and the home practice are forming habits which are already getting the balance of power in the schools. We appeal to the ladies, who as a class always

speaking better English than gentlemen, to exclude this and all other cockneyisms from their society, and to teach their children to shun these vulgar pronunciations as they would serpents. Americans ought to speak their language with as much purity and taste as the nobility of England, who draw their language from "the well of English, undefiled."

WHIPPING BY PROXY.

It is a very curious fact, that in the early times of English history, the sons of great men used to be whipped by proxy. The following passage displays in true colors the harshness of the aristocratical spirit prevalent in those days.

"Of all the acts of cruelty exercised on the young students of that age, none was so unjust as the practice that prevailed of *whipping them by proxy*. In an old comedy written by Christopher Tye, is a dialogue to that purpose. Tye and Cranmer are met by one Brown, a young student of music, bearing the Prince's cloak and hat. Cranmer inquires what is become of the Prince, and is told that he is at tennis with the Marquis of Dorset; upon which the following dialogue ensues:

CRANMER.—Goe, beare this youngster to the chappell straight, and bid the maister of the children whippe him well;

The Prince will not learne, Sir, and you shall smart for it.

BROWNE.—O good, my lord, I'll make him ply his book to-morrow.

CRANMER.—That shall not serve your turne. Away, I say.

[*Exit Browne.*]

So, Sir, this police was well devised; since he was whipt thus for the Prince's faults.

His Grace hath got more knowledge in a month,

Than he attained in a year before;

For still the fearful boy, to save his breech,

Doth hourly haunt him wheresoe'er he goes.

TYE.—Tis true, my lord, and now the Prince perceives it;

As loath to see him punish't for his faults,

Plies it on purpose to redeem the boy."

The practice of whipping poor children for the faults of their superiors, probably had its rise in the education of Prince Edward, and may be traced down to the time of Charles I. Bishop Burnet, in his History of the Reformation, mentions Barnaby Fitz-Patrick as *whipping boy* to Prince Edward; and the same author, in his History of his Own Times, takes notice of Mr. Murray, *whipping boy* to Charles I.

Resident Editors' Table.

GEORGE ALLEN, Jr., *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
O. J. CAPEN, *Dedham.* } { E. S. STEARNS, .. *Framingham.*

[For the Massachusetts Teacher.]

BRIDGEWATER NORMAL ASSOCIATION.

THE Thirteenth Annual Convention of the graduates and students of the Bridgewater State Normal School, was held in Bridgewater, on Wednesday, Aug. 16th, 1854.

The Association met at an early hour at Normal Hall. Here, for a season, friends and classmates interchanged friendly greetings, and the merry tone and animated countenance betokened the pleasure felt by each one of the company, at being present at another of the *Normal Reunions*.

At 10 o'clock A. M., the Convention was called to order by the President, Albert G. Boyden, Esq., of Salem. After reading of the Secretary's Report, a Committee of five, consisting of Messrs: James T. Allen, R. Edwards, A. Wood, J. D. Whitmore, and W. N. Clark, was appointed to report a list of officers for the ensuing year. The Committee reported as follows:

Prof. E. A. H. Allen, of Troy, N. Y., President; E. C. Hewett, of Bridgewater, Vice President; B. C. Vose, of Roxbury, Secretary; J. H. Root, of Byfield, Treasurer; Geo. A. Walton, of Lawrence, Chief Marshal.

This report was unanimously adopted. The Treasurer's report was read by R. C. Metcalf, and accepted. R. Edwards, Esq., Chairman of the Committee appointed last year to procure a Lithograph of Mr. Tillinghast, late Principal of the Bridgewater State Normal School, reported verbally that several hundred copies had been prepared for sale among the members, and suggested various methods of disposing of the same.

Mr. D. P. Colburn made a brief speech, paying an eloquent tribute of esteem and regard to Nicholas Tillinghast, Esq., who from continued ill health, had been compelled to resign the office of Principal of the Bridgewater State Normal School, the duties of which he had so long and faithfully performed.

Feeling and appropriate remarks were also made by Mr. Edwards and Mr. Walton. Each spoke of the debt of gratitude due Mr. T. for his efficient and long-continued labors. As an indication of the feelings of the Association towards our respected and beloved teacher, it was voted *unanimously*, that a Committee of five be appointed to procure a portrait of Mr. T. to be placed in Normal Hall, at the expense of the Association.

The President stated that the sum raised and presented to Mr. Tillinghast one year ago, amounted to \$475. Mr. T. through the President returned his sincere thanks to the members for this kind testimonial of their regard. At 12 o'clock, the Association, under the direction of the Chief Marshal, and led by the Bridgewater Cornet Band, marched in procession to the Unitarian Church. The church was well filled by teachers and other friends of education.

The exercises were introduced by a voluntary by the Normal Choir. Selections from Scripture were read and prayer offered by Rev. T. E. Bliss, of Middleboro, Chaplain of the day.

An original Hymn by a lady member, was then sung, after which the President announced Prof. E. A. H. Allen, of Troy, N. Y., as the Orator of the day. He stated as his subject, "What constitutes a true method in Teaching."

The Speaker enlarged upon the vital necessity to the Teacher of *system* and *method*. Without care in arrangement and classification, little progress among pupils can be expected. The danger of servile imitation, want of individuality, and of being tied to an arbitrary set of regulations, was adverted to. There is no principle of American Education so important as that of the *mind's freedom*. The teacher should hold himself in readiness to receive truth from every source. He should study *Human Nature*, and become fully acquainted with the dispositions of his pupils. A frequent cause of failure is *too much regard to words*, without reference to the *ideas* which they convey. It is not enough that the pupil be made to commit to memory certain words, — the truths which they express should be felt.

We have not attempted to give even an outline of this admirable address. It was clear, logical, eloquent, and *eminently practical*, and was attentively listened to. Mr. Allen is a gentleman of distinguished, scientific and literary attainments, and is a graduate of whom the Bridgewater State Normal School may justly be proud.

On the conclusion of the exercises in the Church, the Association proceeded in procession to the Town Hall, which was tastefully decorated for the occasion. Here a bountiful collation was provided, to which ample justice was done.

At a proper time, the President introduced the intellectual repast by an appropriate address.

Speeches full of interest were made by Marshall P. Conant, Esq., the present able and distinguished Principal of the Bridgewater State Normal School, Thos. Sherwin, Esq., Principal of the English High School, Boston, Dana P. Colburn, Esq., Principal of the Rhode Island Normal School, Richard Edwards,

Esq., Assistant Secretary of the Board of Education, Rev. Mr. Allen, of Bangor, Rev. Mr. Bliss, of Middleboro', Rev. Mr. Rodman, of Bridgewater, John Kneeland, Esq., of Dorchester, and E. C. Hewett, Esq., of Bridgewater. Perfect silence pervaded the Hall, interrupted only by bursts of applause.

The Association adjourned to Normal Hall, where some necessary business was performed. Appropriate mention was made of the recent death of C. C. Greene, of Rhode Island, a brother Normal and distinguished teacher.

The exercises of "*Convention Day*" ended with a social levee at the Town Hall, which was fully attended. The inspiring music of the Bridgewater Band added much to the enjoyment of the occasion.

At a late hour, the members separated, well pleased with the exercises of the day, and feeling strengthened to perform with more faithfulness than ever before, the duties of their noble vocation.

ALBERT STETSON, *Secretary*.

EDUCATIONAL MEETING.

THE Quarterly Meeting of the Teachers' Association of San Francisco, was held last Friday evening, at the Washington street Baptist Chapel, Mayor Garrison presiding. The meeting was opened with prayer, by Rev. Mr. Brierly, and singing by the choir. A fine Essay, on the importance of cultivating a "Love for the Beautiful," was then read by Mr. J. Swett, Principal of the First District School; after which Mr. W. H. O'Grady, City Superintendent of Schools, delivered a very interesting and appropriate Address to the Teachers, on topics connected with their duties and with general education.

Hon. Paul K. Hubbs, State Superintendent of Public Instruction, fortunately being present, then arose and addressed the meeting in his usually able, interesting and highly felicitous manner. His remarks were received with much demonstration of feeling on the part of his audience, and he sat down in the midst of great applause!

Rev. Mr. Gray, in a few practical remarks alluded to the great improvement in the schools during his short residence here and to the amount of natural talent he had discovered in them. He was followed by Rev. M. C. Briggs, who briefly but eloquently touched upon the distinguishing characteristics of American Education.

Mr. Webb, late Mayor of Salem, Mass., made some very happy remarks appropriate to the occasion; as also Mr. Wells, of the Board of Education, referring to the Superintendent's report, found on our first page.

Mayor Garrison stated that \$40,000 had been appropriated for the purpose of erecting new school-houses. A few months ago the schools were kept in hovels, now they were in comfortable rooms; and in a few months he hoped that school edifices would be erected which would do honor to the city of San Francisco.—*The Pacific*.

NINTH QUARTERLY REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS.

MR. WM. H. O'GRADY, Superintendent of Public Schools in San Francisco, has favored us with a copy of his quarterly report presented to the Board of Education.

It is a clear and well-written statement of the condition of our Free Schools, the number of teachers and pupils they contain, studies pursued, improvements made and the expenses incurred by them for the last quarter.

These schools are seven in number, located in different parts of our city, and have furnished instruction in all to some 1454 children, as will appear by the following exhibit.

STUDIES, ETC., ETC.

| Whole No. pupils in attendance | | | |
|--------------------------------|------|-----------------|------|
| during terms, | 1454 | Preceding term, | 1899 |
| Boys, | 840 | ... | 785 |
| Girls | 614 | ... | 614 |
| In Orthography, | 1454 | ... | 1399 |
| In Reading, | 1454 | ... | 1399 |
| In Writing, | 677 | ... | 608 |
| In Vocal Music, | 879 | ... | 284 |
| In Geography, | 523 | ... | 507 |
| In Arithmetic, | 839 | ... | 668 |
| In English Grammar, | 165 | ... | 146 |
| In Elocution, | 187 | ... | 139 |
| In National Philosophy, | 18 | ... | 14 |
| In History, | 14 | ... | 30 |
| In Bookkeeping, | 2 | ... | 2 |
| In Composition, | 95 | | |
| In Drawing, | 310 | | |
| In Algebra, | 3 | | |
| In Physiology, | 11 | | |

It would be unjust to pass over the studies pursued without comment. It is worthy of remark that the fundamental branches

taught in our schools are *thoroughly* taught; that the motto seems to be, "How well," rather than "How much." The *Reading* is generally *excellent*. Perhaps in *no* city can be found a greater amount of good reading, among the same number of pupils of equal age, than here.

In articulation, accent, emphasis—in the *whole* enunciation, there is a strong evidence of an understanding of the subject, as well as propriety and beauty of expression.

In *Orthography*, correctness of expression and fulness of language are given, by slate exercises and definitions. *Singing* is a favorite exercise. It is found to be very promotive of harmony, unity and progress. The labor of the teacher is much lessened by it, particularly in governing. In *Geography*, map drawing is practised in most of the schools, as a means not only of fixing topography, but of sharpening the perceptive faculties and cultivating the taste. The lessons are not so much verbatim as understandingly recited. *Arithmetic* shows a large increase over last quarter. It is perhaps a compliment to the teachers to say that this is a favorite subject with them—that they seem to prefer it to most other branches which they are required to teach; and in teaching their pupils to think, to reach after *principles*, they are quite successful. *English Grammar* is reduced to the same rational method. The principle rather than the rule, and the reason equally with the cultivation of the memory, are what are sought for.

The text-books hitherto have been of a too miscellaneous character, and a list is given of those recommended to be used.

TEACHERS.

The teachers are now seventeen in number, and order as follows:

No. 1. Mr. J. Swett and Miss Marion Bain.

No. 2. Mr. James Denman, Miss A. E. Sandford, Mrs. E. Wright, and Mrs. S. A. Hazelton.

No. 3. Mr. E. H. Holmes, Miss H. A. Hanche, and Miss M. S. Haynes.

No. 4. Mr. Ahira Holmes, Miss S. Allyne, and Miss E. Durgin.

No. 5. Mr. H. P. Carlton, Mrs. A. W. Milbury, and Mrs. O. P. Cudworth.

No. 6. Mr. J. C. Morrill.

No. 7. Miss Clara B. Wallbridge.

Since the commencement of the Quarter, the teachers have formed themselves into a Society, called "The San Francisco Teachers' Association," and have drawn up and adopted a Constitution and code of By-Laws for their government and

regulation in the same. The object of this Association is the improvement and advancement of teachers in the *science* and *art* of their profession.

The regular meetings are held at the school-room on Washington Street, on the last Friday of every month, at 7 o'clock, P. M. ; and quarterly meetings are to be held as provided for by ordinance, on the last Friday of each quarter. It is hoped and expected that the friends of the schools will attend these monthly and quarterly meetings. In connection with this a *Public School Library* should be established. This would be highly beneficial to teachers and to students of a suitable age, connected with the schools. Means for this purpose should be furnished soon, at least, to make a beginning. A generous public also will, no doubt, aid by donations of money for this laudable purpose.

QUARTERLY EXPENSES.

| | |
|---|------------|
| Teachers' Salaries, | \$6,400.00 |
| Rent, | 2,361.00 |
| Repairs and Fixtures, | 1,795.27 |
| Sundries,—Stoves, Furniture, Fuel, &c., | 797.86 |

Amounting to . . . \$11,354.13

He advises an increase of monthly appropriation to meet the growing wants of the schools,—the attendance continually increasing and requiring more teachers.

In the schools easy of access the attendance has been, not only great, but comparatively *regular*, and a large proportion of the children and youth attending are of the best and most respectable families in the city. The pupils also are more advanced in age and attainments than at any time before, since the beginning of the enterprise. New branches have been commenced and new classes formed.

With the return of the dry season there will, no doubt, be an attendance so great, that the present school buildings will not be adequate to the wants of the city.

This is worthy of the consideration of the Common Council. A liberal provision should be made as soon as possible for the permanent establishment of the schools in large, commodious and suitable buildings ; for order, habits of thought, character and progress depend much upon proper outward circumstances, as well as upon the precepts and examples of competent teachers.

Besides suitable Common School buildings, a High School should be provided for. Advanced pupils are constantly arriving in the city, and daily entering the Public Schools.

Such will very soon require the facilities for acquiring more than the mere elementary branches—facilities for improvement in the higher Mathematics, the Natural Sciences, the Languages, &c. Though the Common School may and can do much for the advancement of the pupil, yet its peculiar purpose is to lay the beginning of the foundation merely. Its elements, its constitution, necessarily debar it from ascending higher in the scale than to a certain medium pitch.

A school for the Colored Population should be established. Many families are now in the city, and the number is constantly increasing. There are at present within the city limits colored children sufficient to form a school more than large enough for one teacher.

But before any school, no matter how well endowed, can be successful, all external counteracting influences must be obviated. At the present time hordes of young vagabonds daily prowl about the schools, in the streets, and throughout the city, not only wasting their own precious time for improvement, but tempting the pupils of the school to truancy and vagrancy, to idleness, mischief and wickedness.

It would be well if it were made the special duty of the Police to keep the streets clear of all children and youth of an age suitable for school, who have no visible business or employment in the streets, between the hours of 9 A. M. and 4 P. M. This would be sufficient until a House of Correction, or City or State Reform School, could be established. Perhaps it might prevent the necessity of establishing one at all, or at least for some time to come.

Thoughtful provision by those in power, the coöperation of parents and all who should take an interest; intelligence, industry, and faithfulness of teachers—will promote the interests, insure the progress, and perpetuate the existence of the people's favorite institutions.—*The Pacific*.

TEACHERS' INSTITUTES.

| | | |
|------------|---------|------------|
| Mansfield, | October | 2—7. |
| Lee, | " | 9—14. |
| Barre, | " | 16—21. |
| Randolph, | " | 23—28. |
| Franklin, | " | 30—Nov. 4. |

THE MASSACHUSETTS TEACHER.

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TEACHERS' ASSOCIATIONS.

THE month of August exhibited to the citizens of Providence, to the people of the United States, and may we not say, to the world,—a cheering spectacle. In that city, where true liberty first found its foothold in New England, where Roger Williams planted the seed, we have seen the fruit hang ripening in the sunshine of prosperity. The seed was religious freedom; the fruit is the appreciation of mental culture. A thousand teachers, and more, were there to see and to hear and to be benefited. They came with a purpose; they went away feeling that an object had been attained. What was *said*, a late number of the "Teacher" has well recorded; what was *thought*, no printed words have yet announced, but as we looked again and again at the vast assemblage in Railroad Hall, we fancied that we could read on those faces the satisfactory consciousness that

What of power they lacked, new power they would receive;
And that a spark from each surrounding face,
Would lighten up their own.

The tested experiment will always command greater confidence than the theorized imagining; and so the firm conviction of those who attend such gatherings as the late convention at Providence, *that new ability is there gained*, must always bear down the firmest persuasion on the part of unsympathizing teachers, that they but pander to ambition, and are in all ways pernicious.

To us as an individual, there has never a doubt arisen, that the frequent meeting of teachers, as of men of any other profession, is highly advantageous. The large attendance of Massachusetts teachers at the meeting at Providence, persuades us that the readers of our organ are strongly impressed with

the utility of such conventions. But the absence of large numbers from our western counties and from our large cities, testifies to the fact that there exists inability to attend them, indifference to them, or direct opposition, perhaps all of these.

Shall we address those alone who are indifferent or opposed to teachers' associations, and have no word for that large class who claim to be pecuniarily unable to go out of their own State to attend them? We grant the justness of the plea. We know the meagreness of teachers' wages, but we would in all sincerity put the axe to the root of the tree, and ask the complaining teacher, Why do you not have a higher salary? Why do you remain stationary? When men in other professions rise and keep on rising in mental power, in intellectual culture, and in influence, why do you remain the image of fixedness? What do you read? What do you study? With whom do you associate? Do you always reach down to children, and never up to the great and the strong? In the school-room, walk with the young; out of it, with the mature. Do you not know that there is a great demand for men of high culture? We have no Grub street in America, nor shall we have in our day. Men of talents and acquirements will be well paid, for the present generation at least. If there be one axiom in political economy, it is this; a man receives what he is worth. It may come in the ringing dollar, the hard-earned social rank, or the tranquil feeling of self-satisfaction. To one who is successful in our profession, we may say it comes in all of these. Our teachers, it is true, cannot become wealthy, but there is such a demand for a higher order of ability in this direction, that that teacher who will use all the appliances at his command, must strangely fail, if he realize not a competence. It is a great and fatal mistake, that there is no demand for scholarly teachers. To say that it never was stronger, is of course a barren truism. But the demand for first class men, for men of ripe minds, trained powers, and gentlemanly bearing, is, if not more universal, at any rate stronger than for mere pedagogues, didactic hacks, men whose small stock of knowledge is cut and dried and laid on the shelf, occasionally taken down for school use, and then scrupulously replaced for future use. There is notoriously little scholarship in the profession. We could not mention ten teachers in the State, who can receive the appellation of learned, adjudged even by the American standard. How then can Massachusetts teachers raise the complaining plea, that they are not able to attend conventions fifty miles from home? Why do they not, both men and women, emulate the energy displayed in other professions, neglect not their schools, but give their strength and interest now squandered on light reading, to the best books, and to careful study; and master, however late in life, what

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shall place them in wider fields of usefulness, and give them the ability to enjoy the pleasant interchange of thought at our Associations?

We should be glad to say more to this class, the pecuniarily unable, but our article must be short, or else unread. We have not made the above remarks with any assumption for ourselves of that scholarship which we deny in others. But we would state it as a distinct principle, which cannot be disproved, that if our teachers would claim with justice a higher rate of compensation, they must show themselves worthy to receive it; and we will venture to predict, that the more they rise in power and scope, the wider will they find the public hand extended, and the more generous will be the response to their efforts.

We have but a few words for our second class,—those who feel and manifest a profound indifference to our county, state, and even national conventions. We are glad that they are not to be found in Boston alone, for it would be sad to realize that that city which boasts so loudly and so justly too, of its teachers, should be accused of supporting men of narrow minds or of unhallowed avarice. But the class of which we speak, as it exists in this State, is undoubtedly large. We regret that this is the case. We know teachers of high ability and of unquestioned devotion to their profession, who manifest this indifference; and to such we would address no sentence which should savor of severity. We regret that they do not place themselves in a position to test the influence of our Associations, and take their place with the firm supporters or the determined opposers of them. We feel, we believe, we know, that any teacher who will attend them, with a desire to profit, will be encouraged and strengthened, if not taught: that he will go forward in his duty with more devotion, and that he will keep his heart more secure against the encroachments of foreign influences. We feel anxious that those of us who do not profess to have given them a fair trial, should do so; for neutrality in almost every case is often the synonym of insignificance; and besides this, we wish that those who are all that could be wished in the school-room, might be stimulated to let their light spread wider, and illuminate a larger sphere. We cannot regard those of our able teachers who are indifferent to Teachers' Associations, as enemies of educational progress; we would not even look upon them as

“Amici
Ferri jugum pariter dolosi,”

but we regret that they do not feel how much of influence they lose, and how much too of pleasure, by absenting themselves from our wonted gatherings. For our own part, we should hardly

be induced by pecuniary considerations to remove from a State where they do not take place: we profess no inconsiderable degree of attachment to our profession, but we need the cheering word, the timely hint, and the broad suggestion, which these meetings give. And even if we were compelled to meet there with inferior men alone, to impart instead of to receive, we should feel it to be a sacred duty, to be present when health and strength should allow, and do our humble part in holding up the arms of those whose strength might fail, or in striving to inspire courage in the faltering.

If we become thoroughly imbued with the spirit of our work, it is impossible for us not to become one-sided. Teachers must be our most trusted friends, and the makers of school-books our favorite authors. But much better is it to be bound with strong friendships, with a class of men with whom we have many interests in common, than to form cold acquaintance with men whose line of life totally diverges from our own. We often think of those harmonious words of Uhland, —

"Doch was alle Freundschaft bindet,
Ist wenn Geist zu Geist sich findet."

and if there be anything which can bind soul to soul, it is a community of interests in a work like ours. Those firm attachments which spring up in the relaxation of our meetings, when the pedagogue so gladly becomes the man, must by drawing us so nearly together, hold us more closely to our work. "Union is strength."

Would Arnold have been indifferent to Teachers' Associations? Would he not have lent the whole weight of his influence to their encouragement? Let us not forget the great lesson of his life; — that we do not all our work in the school-room; that wherever in the world, we can say a word or strike a blow, which shall tend to improve humanity, to cheer, to strengthen or console, let us do it in the name of charity.

We trust that we do not harbor among us many who are opposed to Teachers' Associations. It is to be regretted that there are any such. Such opposition is in many cases the offspring of genuine conviction, but it is nevertheless the index of an abnormal character. While we will not say, that we do not regard a man in the complete possession of his faculties, who places himself in the way of their encouragement, yet we cannot consider such a man endowed with high powers of judgment. The opposition to them springs often, we doubt not, from a conviction, that they pander to a foolish ambition, laudable in the politician, but worthy of all reprobation in the teacher. We will not enter into an argument on this point. We grant that examples are to be found among teachers who mistake notoriety for fame. But we have no assault to make upon him who wishes to be well

known. Our profession looks out upon the world of honors at few points, but we do not see much jostling to occupy the favored spots. The teachers of Massachusetts can proudly say, that they harbor very few men of unhallowed ambition. We are not to close our eyes to the vast benefits which have resulted from Teachers' Associations, because they shelter here and there an aspiring demagogue. We must remember that these Associations, to be truly successful, must build on human nature, and must rest on many supports. If one of these be a reasonable desire to be known, why should the whole foundation be stigmatized as unstable and tottering?

We are convinced, however, that a great majority of Massachusetts teachers have a deep interest in these meetings; their influence is unquestionably very great. From them radiates a light which streams over our whole land. They are the central fires to which the other States now come to kindle their torches. We must keep these fires ever bright: if they grow dim, they will bring gloom everywhere. Let Boston take the lead in this as she has done in other things; Massachusetts looks to Boston as her head; and wishes to follow as Boston leads.

During the present month, we are to meet, as the Teachers of a State. We assemble, as men and women, of great diversity in age, acquirements, and ability, but with one common purpose. Old attachments will be revived, and new ones formed: some will give of the abundance of their thoughts; others will receive in their neediness; but all will be benefited. We do not plead in behalf of this meeting that many hints will be thrown out, or many schemes proposed, which will be received or adopted. We know that much that is said on such occasions is lost, simply because so much is said. But a word dropped upon this ear, and a sentence upon that, provoke thought, and thought speedily becomes action. We must not test the usefulness of our meeting, by the amount of information gained. We must remember that we assemble to derive food for thought rather than thought itself: that we assemble to have our energies quickened, our purposes strengthened, and our hold on the blessings of social life confirmed: yet, more, that we are to stand together as the representatives of Massachusetts schools; to testify to their strength, to their hold upon our affection; to utter words which do not lose their force at the borders of our State, but which loudly ring wherever it is remembered that Massachusetts is the mother of American schools. We ask in behalf of the teachers of the land, a full, inspiring voice from Northampton.

[For the Massachusetts Teacher.]

PHONETIC SPELLING.

WITH my strong convictions in regard to the advantage of following up words to their sources, of "deriving" them, that is, of tracing each little rill to the river from whence it first was drawn, let me here observe, as something not remote from our subject, but on the contrary, directly bearing on it, that I can conceive of no method of so effectually defacing and barbarizing our English tongue, no scheme that would go so far to empty it, practically at least and for us, of all the hoarded wit, wisdom, imagination and history which it contains, to cut the vital nerve which connects its present with the past, as the introduction of the scheme of "phonetic spelling," which some have lately been zealously advocating among us; the principle of which is that all words should be spelled according as they are sounded, that the writing should be in every case, subordinated to the speaking.

The tacit assumption that it ought so to be, is the pervading error running through the whole system. But there is no necessity that it should; every word on the contrary has *two* existences, as a spoken word and a written; and you have no right to sacrifice one of these, or even to subordinate it wholly, to the other. A word exists as truly for the eye as for the ear, and in a highly advanced state of society, where reading is almost as universal as speaking, as much perhaps for the former as for the latter. Moreover, that the permanence and continuity of language and of learning depend upon the written word, and that the connection of a true orthography with all this, is most intimate, is affirmed in our words "letters," "literature," "unlettered," even as in other languages by words entirely corresponding to them.

The advantages consequent on the introduction of such a change as is proposed, would be insignificantly small, while the losses would be enormously great. The advantages would be the saving of a certain amount of labor in the learning to spell; an amount of labor, however, absurdly exaggerated by the promoters of the scheme. This labor, whatever it is, would be in great part saved, as the pronunciation would at once put us in possession of the spelling; if, indeed, spelling or orthography could then be said to exist. But even this insignificant gain would not long remain, seeing that pronunciation is itself continually changing; custom is lord here for better or for worse; and a multitude of words are now pronounced in a different manner from that of a hundred years ago, so that before long, there

would again be a chasm between the spelling and pronunciation of words ; — unless indeed the former were to vary, as I do not see well how it could consistently refuse to do with each variation of the latter, reproducing each one of its barbarous or capricious changes ; which thus, it must be remembered, would take place not in the pronunciation only, but in the word itself ; for the word would only exist as a pronounced word, the written being a mere shadow of this. When these had multiplied a little, and they would indeed multiply exceedingly, so soon as the barrier against them which now exists were removed, what the language would become, it is not easy to guess.

This fact, however, though alone sufficient to show how little the scheme of phonetic spelling would remove even those inconveniences which it proposes to remedy, is only the smallest objection to it. The far deeper and more serious one is, that in innumerable instances, it would obliterate altogether those clear marks of birth and parentage, which if not all, yet so many, of our words bear now upon their very fronts, or are ready upon a very slight interrogation, to declare to us. Words have now an ancestry, and the ancestry of words as of men is often a very noble part of them, making them capable of great things, because those from whom they are descended have done great things before them. But this would deface their scutcheon, and bring them all to the same ignoble level. Words are now a nation, grouped into tribes and families, some smaller, some larger ; this change would go far to reduce them to a promiscuous and barbarous horde. Now they are often translucent with their ideas, as an alabaster vase is lighted up by a lamp placed within it ; in how many cases would this inner light be quenched ? They have now a body and a soul, and the soul looking through the body ; oftentimes then nothing but the body, not seldom nothing but the carcass of the word would remain. Both these objections were urged long ago by Bacon, who characterizes this so-called reformation, " that writing should be consonant with speaking," as " a branch of unprofitable subtlety ;" and especially urges that thereby " the derivation of words, especially from foreign languages, are utterly defaced and extinguished."

From the results of various approximations to phonetic spelling, which from time to time have been made, and the losses which have thereon ensued, we may guess what the loss would be were the system fully carried out. When "fancy" was spelled phantasy, no one could doubt of its connection, or rather its original identity with phantasy, no Greek scholar could miss its relation with *φαντασία*. Spell "analyze" as I have sometimes seen it, and as phonetically it ought to be, "analize," and the tap-root of the word is cut. What number of readers will

recognize in it then the image of dissolving and resolving aught into its elements, and use it with a more or less conscious reference to this? It may be urged that few do this even now among those who employ the word. The more need they should not be fewer; for those few do in fact retain the word in its place, prevent it from gradually drifting from it, preserve its vitality not merely for themselves, but also for the others that have not this knowledge. In phonetic spelling is in fact the proposal that the educated should voluntarily place themselves in the conditions and under the disadvantages of the ignorant and uneducated, instead of seeking to elevate these last to theirs.

TRENCH ON WORDS.

[For the Massachusetts Teacher.]

“DRY” BOOKS.

I HAVE often wondered at the unguarded manner in which men often display their mental calibre, by applying the epithet “dry” to books. Such persons are perhaps the very ones most anxious to have their judgment respected in the matter of deciding upon the relative value of printed works. And it is only from ignorance of what they do, that they display their want of taste, want of mental strength and mental cultivation, in stigmatizing books of rare merit, it may be, as dry. If you would be thought a sound critic of books, be cautious, very cautious, how you employ the word. Do not let it pass from your tongue, when not in the society of those whose mental habits you do not perfectly know. You may provoke contempt if you call Thackeray a genial novelist, but you may call forth pity if you term Dugald Stewart dry. If you wish to be known as an admirer of Chemistry, because you are pleased with witnessing phosphorus burn in oxygen, you are cautious enough not to call a lecture or ultimate analysis uninteresting, though you may not have comprehended a word of it; if you profess to be an admirer of the dramatic art, you do not venture to call Schlegel’s lectures “dry,” although you may never have been able to summon up fortitude to read ten consecutive pages; no one claims to be a lover of archæology, because he admires Becker’s Gallus; Niebuhr must have an interest for him before he can set up such a claim. And yet we every day see persons who are anxious to be known as of good minds and refined tastes, asserting that such and such a book is dry. The fact is they have not yet grown up to its level. A book may be *poor*, but it cannot be *dry*. A child is pleased with nursery rhymes and tales, a lad with thrilling incidents, a youth with the calm

flow of a domestic story, a man with thoughts and reasons. I am not solely speaking of the childhood, the boyhood, the youth and the manhood of the body, but more especially of the mind. Without education, the mind cannot attain to perfect manhood. Many a man of sixty cannot follow an argument, however simple. Many a boy in years can comprehend and admire the philosophy of Pascal. The old man would think Pascal the "driest" of books; the young admirer would turn with disgust from half the novels in print; he has grown beyond them. The old man has not grown up to Pascal, and hence he calls him "dry."

There is no subject which has ever been opened to the speculations of man, intrinsically uninteresting. To the chemist, the deepest investigations of the atomic theory are interesting; to the optician, the most profound researches into the nature of light; to the theologian, volumes of Hebrew commentary; to the philosopher, even the relics of exploded systems. Go through the metaphysical reading of Coleridge and DeQuincy, and the works of Kant, Descartes, and Leibnitz will have all the interest of Dickens and Thackeray. The greater the number of books which we *feel* are dry, the greater is our own ignorance; let us accept the sign. The fewer their number, the nearer are we to that Ultima Thule of our intellectual aspirations, universal scholarship, that broad knowledge of many things, which ought not to be spoken of but in words of praise, and whose great utility is, that, without exhausting any branch, it ever stimulates us to press forward for fresh stores of knowledge, and varied mental discipline. Let us not proclaim our own imbecility by calling books "dry" because we cannot appreciate them, but rather let us diligently search for the key to their interest, and make their authors our friends.

W. L. G.

A PHILOSOPHER'S SELECTION OF BOOKS.

IN reading Cadalso's Moorish Letters not long since, we were struck with the thought conveyed in one, the subject of which was the selection of books. The letter purports to be written by a Moorish philosopher to his friend and pupil in Spain. The fine observation near the close, that poetry produces savageness of character if the mind rejects it, puerility if it be the study of the whole life, and elegance if it be cultivated a portion of the time, will strike every reader. The letter contains besides, an incidental statement of the value of various classes of books, suitable for the study of thinking men, and not less worthy of the perusal of the philosopher than of

the teacher. As the work has never been translated, and is therefore not accessible to most, we present the following version to our readers.

BEN-BELEY TO GAZEL.

"I have just finished reading the last book of those which you have sent me during the various travels which you have been making through Europe; and now the European works of distinct nations and times which I have read amount to some hundreds. Gazel, Gazel, without doubt you will hold as a great absurdity what I am going to tell you; and if you publish what I say, there will not be a European who will not call me an African barbarian; but the friendship which I profess for you is too great to prevent me from comparing the results of my observations with yours; and my sincerity is such, that in nothing can my tongue play the traitor to my heart. With this premising I will say, that I have made the following apportionment of the books which I have collected. I have reserved four of mathematics, in which I admire the capacity and keenness which the mind attains when well trained. As many others of scholastic philosophy in which I am astonished at the extraordinary conception into which the mind falls when it does not proceed upon fixed and evident principles. One of medicine. Another of anatomy, the reading of which was without doubt what gave rise to the story of the clown who imagined himself as brittle as glass. Two of those which reform the manners, in which I notice how much they have got to reform. Four of the knowledge of nature, a science which they call natural philosophy, in which I mark how much our ancestors were ignorant of, and how much our posterity will have to learn. A few of poetry, that sweet delirium of the soul, which, if neglected, promotes harshness of feeling; if made the study of the life, induces childishness; but which, if cultivated a portion of the time, liberalizes and refines. All other works of human science, I have cast aside, for they appear to me to be useless extracts, defective compends, and imperfect copies of what has been said before, and repeated a thousand times."

The discreet Ben-Beley would probably have added to his list had he lived fifty years later, if indeed he had not modified the whole plan. But the moral which the teacher should draw from it would be the same, and it would be this,—not to crowd the shelves of his library with miscellaneous matter, but by the careful exercise of a discriminating judgment, to select a few of the best works on the sciences which he teaches in his school. And thus we shall have taken a new step in establishing the claims of teaching as a profession, namely, the establishment of professional libraries.

[For the Massachusetts Teacher.]

TEACHERS AND SCHOOLS.

AN individual, to be well qualified for the responsible position of an instructor of the youth, to be prepared to assume the duties of directing the young mind, forming the habits, and watching over the rising generation in this country, must have other qualifications than those that are developed by an examining committee; he must know very many things that are not taught in "*the schools*," or learned from text-books. Nature, for him, must have nobly done her work, and made him a man.

The teacher, to be successful and useful, must possess certain qualifications aside from scientific attainments. First of all *he must be a gentleman*; by this term I do not mean a would-be gentleman of the modern stamp, who considers everything that does not come up to his standard as "decidedly vulgar;" or a modern fop, who bows and scrapes to the lordly aristocrat, and talks nonsense to the daughters of the "upper ten," while the honest laborer, who has sense enough not to carry his whole capital, character and all, upon his back, is treated with cold neglect; but I mean one of nature's noblemen, who treats all with genuine kindness, who knows, in his associations with his employers and their children, no rich or poor, who encourages virtue and frowns upon vice in whatever garb he may find them, who will render all possible assistance to the scholar that is contending against difficulties in his path up the hill of science, though he may be clothed with rags. In short, he must be a person whose whole deportment is in strict accordance with the Golden Rule.

The teacher should be neat and tidy in his attire, not careful to be the *first*, nor yet the *last* to follow the new fashions; his personal appearance should be a model for his pupils. Not that I would recommend teachers to be extravagant in dress; far from it; *propriety* is what I wish to urge upon all who come before the young in the capacity of an instructor. *A love of order* is another important qualification. If every thing is done without any regard to order or systematic arrangement, the teacher will fail to teach by example, one thing that it is highly necessary for children to learn when young, viz.: that there is "*a time and place for every thing, and that every thing should be in its time and place.*"

Punctuality is another highly important qualification for a teacher. Indeed, it is absolutely essential. Punctuality is one of the cardinal virtues, without which no man can succeed in any department of industry. It should be instilled into the

minds of the young, form a part of their habits, and be inwrought into their very natures. It is not enough for the teacher to talk about the importance of being at all times punctual to the minute ; he must teach them in a far more impressive way, by example. Every thing about his school exercises should be done in exact time ; no one thing should be allowed to trench upon the time that properly belongs to another. He should be as exact about the closing of his school as the commencing. The same rigid adherence to this all-important rule should be carried with him through his whole life, so that his employers can regulate their time-pieces by his movements, so punctual is he in regard to them.

The teacher must be studious, he must cultivate habits of close study and rigid investigation. It would be well for him to have one or two regular studies to be pursued each term ; he would thus be enlarging the list of sciences he is able to teach, as well as expanding and strengthening his mental powers. In this way he may, in a few years, become learned without ever having spent his six or seven years in college. Essay writing might profitably engage his spare hours ; perhaps there is no other exercise in which a young person can engage that will more effectually call out the latent energies of the soul, and build up a strong, vigorous, intellectual man, than composition writing ; in this teachers should frequently engage. Let them write articles for publication in a neighboring paper ; this will stimulate to greater exertion.

Industry is an indispensable qualification for an instructor ; he cannot possibly find time to be idle. If he has his school arranged and classified as it should be, he will have every moment of his time, during school hours, appropriated.

Finally, the teacher should be polite, without being foppish ; affable and courteous, without affectation ; firm, but not overbearing ; gentle and forgiving, yet always maintaining his authority ; communicative and apt to teach, but not conceited or egotistical ; in short, he must have a good share of an article which, though in great demand, is not always to be met with, *good common sense*.

J. P. B.

Troy, October, 1854.

[The following succinct view of the studies pursued, and books used, in the Public Schools of Boston will no doubt be acceptable to our readers. We copy from the *Schoolmate*, an excellent periodical, and one in every way worthy to be commended to the notice of Parents, Teachers, and Children. It is published by Mr. James Robinson, No. 120 Washington Street, Boston, and by A. R. Phippen, 66 Fulton Street, New York City.]

BOSTON PUBLIC SCHOOLS.

BY JAMES ROBINSON.



Bowdoin School.

BOSTON has become proverbial as a commercial, mercantile, and literary emporium. Her commerce floats on every sea; her merchants are princes; and her literary fame is world-wide, giving her the just title, the "Athens of America." More than two centuries have passed since the first free school was established in Boston. It was called the Latin School (founded in 1635); the primary object doubtless was, to fit young men for the University. At this early period, (five years after the town was incorporated,) the Puritan fathers established this classical school, out of which has grown the perfect system of Public Schools in Boston. The schools are divided, according to the last report, in the following order: — Latin, High, Normal, Grammar, and Primary. The Latin School is designed to prepare young men for College. The High School was instituted for the express purpose of fitting lads for mercantile and commercial life. The Normal School is of recent date, established in 1852, and designed to prepare young ladies to become teachers.

GRAMMAR SCHOOLS.

There are at the present time, nineteen Grammar Schools, and each named after some distinguished person who now resides, or has resided in Boston.

But some are gone ! gone away
To the fair realms of endless day.

This list will give the time they were established, in their regular order, and the persons after whom they were named.

| Name of school. | When established. | In honor of whom named. |
|-----------------|-------------------|-------------------------|
| Eliot School. | 1713. | Rev. Dr. John Eliot. |
| Franklin " | 1785. | Dr. Benj. Franklin. |
| Mayhew " | 1803. | Rev. Dr. Jona. Mayhew. |
| Hawes " | 1811. | John Hawes, Esq.* |
| Smith " | 1812. | Abiel Smith, E-q.* |
| Boylston " | 1819. | Thomas Boylston, Esq. |
| Bowdoin " | 1821. | Gov. James Bowdoin. |
| Hancock " | 1822. | Gov. John Hancock. |
| Wells " | 1833. | Hon. Charles Wells.† |
| Winthrop " | 1836. | Gov. John Winthrop. |
| Johnson " | 1836. | Arabella Johnson. |
| Lyman " | 1838. | Hon. Theodore Lyman.† |
| Mather " | 1843. | Rev. Richard Mather. |
| Brimmer " | 1844. | Hon. Martin Brimmer.† |
| Phillips " | 1844. | Hon. John Phillips.† |
| Dwight " | 1844. | Hon. Edmund Dwight. |
| Quincy " | 1847. | Hon. Josiah Quincy.† |
| Bigelow " | 1849. | Hon. John P. Bigelow.† |
| Chapman " | 1849. | Hon. Jona. Chapman. |

In these schools, the number of pupils varies from four to eight hundred, and each school is under the supervision of a principal teacher, whose duty it is to look after the general interest of the school under his charge. The subordinate teachers are sub-masters, *ushers*, and assistants. The assistants vary in number from five to ten. The pupils in these schools are placed in ten or twelve separate rooms, and each teacher or assistant has the charge of about sixty scholars. The school is also divided into four large classes, whose prescribed studies are here presented, together with the school-books used in the different classes, as taken from the third report of the Superintendent of the Public Schools.

"SECT. 16. The books and exercises of the several classes in the boys' schools shall be as follows : —

"Class 4. No. 1. Swan's Spelling Book. 2. Swan's Primary Reader. 3. Writing in Books, on Root's, Northend's, Badlam's, or Winchester's system. 4. Greenleaf's Mental Arithmetic ; the edition heretofore used.

"Class 3. No. 1. Swan's Spelling Book. 2. Swan's Grammar School Reader. 3. Writing, as in fourth class. 4.

Donors.

† Mayors.

North American Arithmetic, Part Second. 5. Parley's First Book of History, combined with Geography, to be used chiefly as a reading book, and the medium of oral instruction in Geography.

"Class 2. No. 1. Spelling from the Reading Lesson. 2. Tower and Walker's Reader. 3. Writing in the Boston School writing-book, with written or engraved copies. 4. North American Arithmetic, Part Second. 5. Mitchell's School Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary.

"Class 1. No. 1. Spelling from the Reading Lesson. 2. Reading in American First Class Book. 3. Writing. 4. North American Arithmetic, Part Third. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary. 10. Robinson's Book-keeping. 11. Worcester's History. 12. Hall's Manual of Morals — a Monday-morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium of Natural and Experimental Philosophy, or Olmsted's Rudiments of Natural Philosophy, as a text-book, with the Philosophical Apparatus provided for the schools, shall be given by the master to such portions of the first class as can attend thereto, without neglect of the foregoing course of studies."

PRIMARY SCHOOLS.

There are in the Primary department one hundred and ninety-six schools, embracing twelve thousand scholars, varying from the age of four to eight years. Each school contains about sixty pupils. They all pass into the grammar schools at about the age of eight years. The studies pursued in this department are taken from the last report.

"SIXTH CLASS.

"*'My Little Primer,'* or *'My First School Book,'* at the discretion of the Teacher.

"Pronouncing words without Spelling.

"Pronouncing and Spelling combined.

"Spelling, without book, words that are familiar.

"Counting from one to one hundred.

"Printing or Drawing on the Slate and Blackboard, imitating some mark, letter or other object, or copying from a card or the cover of *'My First School Book.'*

"FIFTH CLASS.

"*My First School Book,*' continued,—in the columns to the 20th page, and in the sentences to the 70th page.

"Numeration, or counting from one to one hundred.

"Printing and Drawing continued, as in the sixth class.

"FOURTH CLASS.

"*My First School Book,*' continued as a Spelling-book, and completed as a Reading-book.

"Combinations of numbers, so as readily to find the page in any book. Marks of Punctuation on page 47.

"THIRD CLASS.

"*My First School Book,*' completed as a Spelling-book.

"*Bumstead's 'Second Reading Book,'* commenced.

"The letters used for numbers to be taught as they occur in the captions of the reading-lessons.

"All the Numerals and Abbreviations on page 58 of the Spelling-book, to be learned.

"SECOND CLASS.

"*Bumstead's 'Second Reading Book,'* completed.

"*'Spelling and Thinking combined,'* commenced.

"All the Abbreviations, Marks of Punctuation, &c., on pages 100-127, and 134-141, to be learned.

"*'North American Arithmetic,'* commenced.

"The Addition, Subtraction, and Multiplication Tables to be learned, and Practical Questions in the rules attended to.

"FIRST CLASS.

"*Bumstead's 'Third Reading Book,'*

"*New Testament.*

"*'Spelling and Thinking combined,'* completed.

"*'North American Arithmetic,'* completed.

"The scholars to be familiar with Practical Questions in all of the first four Rules."

The practice of giving medals in the Boston schools, commenced in 1792. In the will of Dr. Benjamin Franklin, one hundred pounds sterling was bequeathed to the managers and directors of the public schools, to be put on interest forever; and the interest laid out in silver medals, as honorary rewards for the encouragement of scholars in the free Schools. Additions have been made to this fund, and now it amounts to 1,000 dollars, which is invested in "City five per cent. stock." The interest, however, pays but about one-fourth of the amount

annually expended for medals. In 1821, the city established a system of medals for girls, called the "City Medals." The two kinds of medals, although alike in size and value (being \$2 each,) are different in their designs. The boys' medal has a medallion head of Franklin, with the motto, the "Gift of Franklin," dated 1790. The girls' medal has a view of the city of Boston, and the words "City Medal," dated 1821; and on the reverse side the name of the receiver is engraved. One of the medals is awarded to every sixty scholars, making out of the 12,000 Grammar scholars, about 200 medals. There are also diplomas awarded to the second, third, and fourth classes. These are fine steel engravings, differing in each class. They are distributed in the same manner as the medals in the first classes. This plan of distributing medals and diplomas, etc., etc., is followed in all the Grammar Schools, and in the Latin and High Schools. There is also an annual sum of 400 dollars distributed in the Primary Schools, in the form of merits, small books, etc., to such children as the committee feel are worthy of such rewards. These are given to induce the children to strive for greater excellence, both in learning and behavior.

Many of the locations of the school-houses are fine. The Hancock school is situated at the north part of the city, near *Copps Hill*, having a commanding view of the harbor, and the beautiful islands it contains, and the adjacent cities and towns. The Bowdoin and Phillips schools are situated at the west part of the city, and overlooking Charles River, Cambridge, Charlestown, Chelsea, Somerville, and the distant hills and mountains at the north and west. The Bigelow school is situated at South Boston, on a commanding eminence near *Mount Washington*. There the view is unobstructed from east to west, north and south. *Bunker Hill*, with its gray shaft pointing to the skies, speaks of the history of our country's struggles in days past and gone. Roxbury, the home of Warren (the first martyr to American freedom, who fell at Bunker Hill), is seen at the south. Mt. Washington reminds the beholder of Washington's illustrious career in the erection of those redoubts, and of the final evacuation of the British troops from Boston. The teachers of the Boston schools are worthy of the high position they occupy. As a body they embrace all that can reasonably be asked by an intelligent and refined community.

The schools are governed by a large and efficient committee, with a superintendent at the head, Nathan Bishop, Esq., whose duty is to exercise a general supervision over all the Public Schools in the city. Mr. Bishop has filled that station with promptness and dignity during the past three years. May he long live to fill that honorable place, that our children may grow up around us, learned and respected by all.— *Schoolmate*.

CHILDHOOD.

J [From the Home Journal.]

CHILDREN are advanced payments of Heaven — it scarce needs the habit of living upon anticipated income to know. The feeling with which we see them — speak to them — watch their play — listen to and pray for them — is one that may be fully at the lift of spirit-converse hereafter, we reverently venture to believe. Conscious capability for heaven scarce promises beyond.

But we have uneasy doubts as to the education and nurture of children, in this our day. We see little that seems right to us, in the popular essays on the subject — still less in the prevailing systems as practised and sanctioned. And the worst of it is, that while we misgive and disapprove, we cannot suggest. While we feel that the "heaven which lies about us in our infancy" is something we rudely and prematurely pluck children out of — profaning them — weaning them of angel-hood too soon — we know not what should else fit them for a world that so early summons them to action. Nature and heaven are out-run in our "fast" times — but how to rein in the "go-ahead" or whip up the angel?

We are on the look-out for wisdom on this subject. An Audubon will arise, we hope, who will show the American eagle, that — with a far clime to seek, when storms grow wintry — he should not omit growing his feathers, for the sake of picking up crumbs a little earlier. Old age in our country is a bird overtaken by snows — sinking because it has neglected the wings with which it might have followed the sunshine.

There are some leanings towards the wisdom that we want, in an article on "Children's Books," which we find in one of the Quarterlies. What the writer says, seems to us instructive, though worth more by what it suggests than by what it says. We will copy freely from it, in the hope of influencing some profound and practical mind to give the subject attention. First, of

THE WISDOM OF CHILDHOOD.

"Persons advanced, or advancing in life, and particularly those whose occupations involve them in the exciting pursuit of power or riches, are apt to look down upon youth as an unprofitable time — as a mere preliminary to real life, to be despatched with all convenient speed, and then to be forgotten. *They are not aware how much they have need to learn from it, and to sympathize with it.* It is very good for all to dwell much in the presence of the young. The greatest and best of men have

loved to do so. The strange and unanswerable questions which children are continually asking, inadequate utterances of unutterable thoughts, *convict the proudest intellect of its ignorance.* Their trustful and affectionate confidence in others rebukes the suspicious caution of experienced manhood. The unstudied grace of every 'breeze-like motion,' the gladness of the 'self-born carol,' their free and full enjoyment of everything beautiful and glorious around them — these, and such-like traits, are angelic rather than human; they speak of innocence, and happiness, and love; they say to anxious hearts, 'Take no thought for the morrow,' — 'Be not troubled about many things.' Nor is boyhood an ineloquent teacher. Its generous ardor, its dauntless activity, its chivalrous sense of honor, its fond attachments, its hopefulness and truthfulness, its clear, bright eye, fair cheek, light and joyous frame — how strangely unlike is all this to the wrinkled brow and heavy tread, and callousness and deliberate selfishness by which it is too often succeeded. *Much, very much, is to be learned from the young.*

"If it were possible, how strangely interesting would be a voyage of discovery into those happy regions — that 'sunny land of childhood' through which we have travelled — if memory could distinctly recall the first dawns of intelligence, unravel the tangled web of thought and feeling which has baffled Locke and Descartes, and analyze the complex substance of the human mind into its primordial elements; *or even if Biography were more careful to trace out the records of the first fifteen years of a human life.*

"A wise judgment of the curious and very influential kind of literature suggested by the books enumerated at the head of this article, depends much on the correctness of the estimate that is formed of the moral and intellectual condition of those for whose benefit they are written — on our insight into child-life. Some of the *peculiar traits of boyhood* are often overlooked by those who cater for the instruction and amusement of that strangely interesting class. Hence some of the besetting dangers of the books for children now in vogue — especially as these arise from premature intellectual cultivation, the encouragement of a morbid habit of self-consciousness, and the undue development of the reasoning, almost to the exclusion of the imaginative faculties. Education, in one form or other, should be the great question of every age, seeing that the cultivation of his race is surely the most important work in which man can be engaged. It is professedly the great question of these times; yet, amid much useful discussion of school arrangements, and the methods of teaching, some of the less obvious aspects of the process of change, which is everywhere and incessantly going on in human minds, are, it seems, too much neglected. And

the books by which they are amused and spontaneously educated are surely among the most powerful domestic influences to which children are exposed. This department of literature has worthily engaged writers of the highest intellect, who have known childhood well, and the habits and tastes of successive generations are formed by the fruit of their labors.

“Before attempting to answer the question, What sort of writing is best adapted for the young? another question accordingly must be entertained, What are their tastes and capacities? The warm and affectionate susceptibility of children, their noble aspirations, their confiding trust in others, and unselfish admiration of whatever is beautiful and good, — traits like these, with the counterpoise of such defects as restlessness, imprudence, appetency of pleasure, and impatience of pain or restraint, are manifest at a glance. But there are phenomena less obtrusive, some of which at first sight appear scarcely reconcilable one with another. These ought to be considered; for though from causes alluded to, from the want of sympathy between old and young, and from the *insidious assiduity with which the cares of the man imperceptibly obliterate the very different experiences of the child*, it is difficult to understand thoroughly the hidden things of childhood, so as to see their unity and relation to each other as parts of a mysterious whole, yet something may be gathered. Some few scattered fragments — a frieze here, a broken capital there — may serve to remind us *how fair and how wonderful the ruin must have been, while it stood a living temple.*

BOYS AND GIRLS.

“One of the chief points of difference between boyhood and girlhood — and it is to the life of boys that our following remarks chiefly refer — is, that *the boy is not merely, or chiefly, passing through a state of transition. With the other sex it is for the most part different. With them, from the moment of emerging from the nursery to the auspicious epoch of ‘coming out,’ too often all is a dreary blank.* There is no cricket, no foot-ball, nor one of the many avocations of a boy’s little world to enliven it. With so few objects of interest in the present, *the centre of attraction becomes fixed in the distant prospect of the first ball, and its momentous consequences;* — hence so often in young ladies an insipid and artificial tone, totally different from the independence and unworldly spirit of a boy, especially at a public school. *He lives in a world of his own, very complete and satisfying while it lasts. However alluring may be the opening vista of ‘real life,’ and however eager he may be to anticipate the dignity of manhood, still there is very much to prize and enjoy in the present on its own account — very much that he*

must relinquish on assuming the 'toga virilis.' It was a serious mistake in the artist to represent the sons of Laocoon in the finished proportions of *little men*, not with the wavy outlines of youth. It would be a similar error in any system of education, and it is one of frequent occurrence now in books written for the young, to regard them merely as *men on a smaller scale*, and not, as they are, denizens of another world of whom it may be said —

Solemque suum et sua sidera norunt.

The man, matured in years, pressing onward to some mark — power, it may be, or money — or, at all events, aware of the grave that expects him, cannot fail to note anxiously the progress of each day. He is, as it were, borne along on a downward stream, whose waters flow more and more swiftly as they approach the sea. Meanwhile, the child is floating hither and thither on a sunlit ocean, wrapt in the unconscious security of an eternal now. This completeness, or, to borrow an expressive word from a foreign tongue, this 'entelechy' of boyhood, results in part from the rich variety of aspects which that age presents internally. Coleridge, the poet-philosopher, says that *there has never been a really great man without a considerable admixture of the feminine — not the effeminate — element in his character*. This combination of courage and modesty, of impetuosity and gentleness, of the component parts, according to the Eastern apologue, of the lion and the dove, is particularly noticeable in boys."

He then goes on to speak of the

SPECIAL QUALITIES OF BOYHOOD.

"Closely connected with the same principle of objectivity, is the *unconscious pleasure that children imbibe from the beauties of nature*. An extensive landscape is not appreciated perhaps by young children, nor the dimensions of an enormous building. Their horizon is too contracted. They are absorbed in a wandering contemplation of the objects nearest to the eye; but with this limitation, their enjoyment of nature is something inexpressible, *the more rapturous, that it is unconscious, and undisturbed by any abstract speculations about the beautiful or the picturesque*. Like the ancient Greeks, those children of nature, they seem aware of the pervading tone, whatever it may be, of the landscape — of the delicious languors of summer, or the bright crispness of a frosty winter's day. The details, too, they perceive singly and separately; but like the Greeks, they seem to be devoid of that analytic sense of the composition of the various features of the scene which is so prominent a feature in modern descriptive poetry, especially in that of the Lake school. How

very early in life an unconscious sense of poetry begins to manifest itself, is obvious to all who are conversant with the sayings and doings of children: and close observers know well how rich a treasure of real poetic material lies formless and unnoticed in the depths of a child's heart. A few years pass on, and the tendency begins to show itself in overt acts. In the pages of a school magazine, however trashy and ambitious the prose may be, the poetry is often really beautiful. But the poetry that approves itself to the ears of youth is seldom of a complex kind. Deep it may be — indeed, it can scarcely be too deep — provided only it be simple. The taste for melody comes before that of harmony. For this reason Shakspeare is seldom a favorite with boys; unless it be for the interest of his story. His exuberant and many-sided imagination continually leads him, as it were, into intricate and complicated 'fugues' — true to life and nature, he blends into one rich harmony the most apparently discordant tones; and it is this variety in unity that especially marks his universal genius. But boys prefer the passionate and flowing strains of poets like Byron, Moore, and Scott. Even Milton, for this reason, finds more admirers at an early age than Shakspeare."

[To be continued.]

GEOGRAPHY.

At the late meeting of the American Institute of Instruction, held at Providence, R. I., Mr. Edwards, of Salem, spoke as follows on the subject of Geography.

Mr. President, and Ladies and Gentlemen: —

I shall make no apology for uttering sentiments similar to, or it may be identical with those that have already been uttered. It is not my fault if any other gentleman steals my thunder. We find all sublunary things are subject to changes which we need to be prepared for. In view of the short period of time devoted to this discussion, I shall make a few remarks upon what seems to me to be the prominent deficiencies in teaching Geography, and to suggest some method which it seems to me will be more effectual. To go into the general discussion of the whole subject will occupy more time than I have at my disposal this morning.

I commence by asking this question, Is there such a thing as science involved in the teaching of Geography? Is there a set of principles which ought to be regarded in the art of giving instruction in this department? I shall take it for granted that there is such a science and such a set of principles. "I wish to magnify mine office" by representing it as it actually is; by representing the art we practise as expanding into a science, which it involves and which is excelled by no other — the science of teaching. This art, I believe, is based on two others, when brought into relation to any particular subject that is to be taught; it is a sort of superstructure on two bases. One of these substrata is unquestionably a knowledge of the subject.

We were told on the first day of these sessions, by a gentleman who was well fitted to inform us, that no man can teach what he has not in him; and, of course, a man, to give instruction in any department of knowledge, as Geography, must have a knowledge of the subject; otherwise, it is useless to think of giving instruction. Such a knowledge, therefore, is an important pre-requisite in order to give instruction in this department, or to be enabled properly to discuss the subject.

But there is another, and it seems to me not less important as a pre-requisite — another kind of knowledge which is too often overlooked. It is too frequently supposed that he who thoroughly understands the subject is the person best fitted to give instruction. This proposition is utterly untenable. A person well fitted for the practical science of teaching should understand the nature of those faculties which constitute the mind. Above all, it seems to me, he must know something of the succession of development in these faculties. He must understand what faculty it is that comes to maturity first, and what faculties follow this in the order of time, and so on. So that his instruction may not be wholly inverted; but may coincide with the character of mind, which grows and expands from its germ to its most symmetrical completion.

Instruction in every case must correspond with the requirements of the mind, just as food taken into the body should correspond with the wants of the body to be sustained. It is on account of mistakes of this kind that we see so many dwarfed minds. We find persons, of the character to which allusion has just been made, utterly unacquainted with the world which they meet with, because at the period when that mental faculty which fitted them to take cognizance of the objects by which they were surrounded, was ready for development, its education was neglected. What that faculty is that first develops itself, I shall not say. I shall not enter upon the discussion that has

so long divided mental philosophers. The question which respects the innateness of the mental faculties I do not think enters necessarily into this discussion.

Either human ideas are not innate, but are derived altogether from externals, or else they are innate and latent and remain to be developed. I care not which of these two views we adopt. If the mind of the child at birth is entirely destitute of ideas, and it comes into the world a perfect blank so far as ideas are concerned, the first business evidently will be to stock the mind with ideas, or to furnish a collection of ideas, in order to secure anything like a thorough reasoning organization.

If you take the view that there are ideas in the mind which are latent, the first thing we have to do is to call forth these ideas so that it may be enabled to use them. The course to be pursued in either case is precisely the same. The first thing to be done is to allow the child's faculties of observation, of which we find he is possessed, to develop themselves; and we find that all children take this mode of developing their character. God has arranged all things in this world in reference to mutual relations. His laws all operate together, there is no conflict; and you know that he has so arranged the human mind in respect to the external world, and the external world in respect to the human mind, that they may harmonize with mind. You do not always perceive the great difficulties in the way of development. We sometimes see a child that needs a proper degree of assistance, and we have not so strong a faith in the tendency of the faculties to develop themselves, and to do it without help; and we have found it necessary occasionally to detain boys after school to aid them in their developments. Still I think in regard to the amount of friction I have to observe that it is attempted more especially by those who have avoided noticing the laws of mind. The child who has first of all to go out into the world and stock his mind with ideas, will learn facts,—not generalities, but actual facts; and they are so impressed upon the young mind that all the sophistry in the world cannot make him disbelieve them. The senses are being cultivated. You see the boy learn the exact forms and sizes of objects, so far as his faculties will enable him to do, and acquire accuracy in all his work.

This, then, is the first thing in education; the cultivation of the senses enabling the child to learn what he can by observing the beauties and the symmetry with which God has surrounded him, and which he has appointed for the development of those faculties. That this is true in regard to general education, is clear; but in regard to instruction in Geography, it is particularly true. What is Geography? Why, you say, it is a description of the earth's surface. Suppose I attempt to

describe this city of Providence to a person who never saw it. Suppose, also, that I am master of the language; that I have studied the subject of which I am to speak, and have ascertained the best method of presenting it in order to produce a correct impression upon the mind of the hearer. Suppose, also, that he is quick to understand the import of the terms, so that the words do not fall upon his ear without significance. Do you think that with all these advantages I can succeed in giving to that mature mind an accurate idea of the manner in which the city is built, the direction of the streets, the appearance of the waters, of the buildings, and all the particulars? Do you think that I have made an impression on the mind of that individual as distinct as it would be if he had exercised his own eyes in looking at the same objects? I do not think it is within the range of human possibility to produce such a result. Here I have supposed both individuals to be masters of the language, and no doubt to exist in regard to the meaning of the words. How is it in regard to the child, whose education upon this subject commences somewhat after the manner in which it is exhibited in the primary school books? The boy opens the book. His eye rests upon the question, What is the earth? The child has no occasion to ask this question. It does not want to know what the earth is. There was nothing in his mind that led him to inquire respecting such a thing, and therefore, there is no foundation for such a question. The bookmaker asks this question, and then gives the answer, (carrying on both sides of the dialogue.) The earth is a planet. Where is the philosophy of such a question and such an answer? * * * Which does the boy know most about, the earth or the planets! How should he proceed to illustrate, the known by the unknown, or *vice versa*? In the above answer, we have the illustration of the known by means of the unknown. The boy does know something about the earth; the answer given is of something of which he knows nothing at all, and it requires a knowledge of the whole planetary system to make him acquainted with it. I ask again, can there be anything more unphilosophical?

I will now state what seems to me to be the proper course to pursue. I have already said in the commencement, that every department of education begins with the cultivation of the senses. A child may be made to gather up much knowledge from the external world. Now on commencing the study of Geography all that the child has gained in this way is made use of as a foundation to work upon. Suppose he is commencing with a philosophic course in Geography. He comes to school every day; he observes the objects in the room; the desk, the seats, the sides of the house; you inform him that he may commence with these; that, therefore, which relates to the distance

of the objects in the school-room from each other, or from a given point, is certainly a part of Geography. The first foot he travels from the place where he stands, when it becomes a subject for study and reflection, belongs to this department. Let him examine the objects in the room with as much care as possible ; let him do this unaided by his teacher. Do not lead him unless you wish to be yourself taught : he who does the work is the one who receives the mental discipline. Many teachers are too willing to aid the pupil. Let these objects to which I have referred be examined, let the distances be recorded, and a map be made on the blackboard, or on paper. I do not require that every inch of space shall be represented on the map, yet a child must be led to measure with some degree of accuracy. What then is the object of this ? It is to enable him to understand what a map is ; I do not describe to him in words what I mean by a map. I might repeat to him a description as perfect as words could make it, and he might say it after me. I might tell him that a map is the representation of a country ; but that would not impart to him the true idea in regard to a map. But the plan which I have suggested, that of map-making, will make him acquainted with its uses. A map, to the boy, is the true representation of a country, only when the objects appear in their true proportions. The various objects must be at proper distances from, and in a proper relation to, each other, before it presents a true picture of the country intended ; anything short of that is mere paper and lines. Let us ask ourselves this question, then, my friends. When we teach children Geography, and talk to them about the map, do the mountains intended to be represented, actually rise before the mind's eye in grandeur and sublimity ? Does he see the beautiful streams meandering through the meadows, and watch them as they flow between the hills ? and does he see the rich verdure covering the broad plains stretching as far as the eye can reach ? Does he actually see these things with the eye of his mind ? In fine, is there a picture before his mind of the country that the map is intended to represent ? If there is not such a picture, it does not truly represent a country. It seems to me that this statement may challenge contradiction. How many pupils get such a knowledge of a map as I have described ? I sometimes hear a recitation in Geography that reminds me of that passage in Hamlet : " What do you read, my lord ? " says old Polonius. Hamlet. — " Words, words, words ! " So, when our pupils are asked what they learn by maps ; it is words, words, words. I take such a course in regard to the initiatory steps in Geography, that the child who has occasion to use a map may use it with some degree of understanding. The mind is led from the pen and paper to something behind it. I do not

mean that you must have such a map as Prof. Guyot could have made ; I mean an ordinary map, that is accurate. With this you can do more than with any Geographical text-book. It is my deliberate conviction that the teacher had better discard the use of the text-book. He need not impart any information, necessarily, but simply assist the child in the proper use of the map.

This may appear a startling assertion, but I believe it has truth for its basis. You say, "Here are the rivers ; here are the water courses finding their way slowly along, now uniting, and forming large streams and pouring out into the broad ocean. Here are indications that the stream is rapid ; here, that it makes but slow progress. From these circumstances it is ascertained which is the highest ground in the country. You find out where the highlands are, and where the lowlands, and which way the land slopes, merely by examining the water courses. Look at the map of the great plain that lies in the northern part of Asia. You will observe that nothing is produced there, in the shape of vegetation, useful to man ; it is almost all the year covered with a bleak and dreary coat of snow. Observe, now, another plain in the same latitude, which forms the western extension of the continent to which I have referred, and which is sometimes called the western granary. Why is the plain of Siberia so dreary, and the plain of Russia so fertile ? If you glance at the course of the rivers, you will see that it is owing to the fact that the one slopes towards the north, the other, towards the south.

Considerations like these go to show the truth of the assertion just made, that from a careful examination of the map, you can learn more than from any book on Geography we have in our schools.

After we have taken the initiatory steps in the course of education, proceeding upon the same principles, go into the garden, or into the field in the vicinity of the school-room, and make a little map of them. Let a place be assigned on the map for every object ; sometimes it is well to arrange various objects for this very purpose, and the result you will find to be very beneficial.

It is sometimes objected that "around our school-houses there is nothing to make a map of. Nothing but dry and dusty streets ; that they are surrounded with stores, and that in the streets there is nothing but paving stones." To such I would reply in the language of the English painter to his student, who complained that there was no nature to paint. Said the painter, "You can study the coal-scuttle, the ploughshare, the pitchfork, and other objects ; you may paint them." To you, I say, you have at least the streets, the stones, the

blocks of buildings; map anything; you will find no difficulty in discovering something to develop this character in the mind of the child.

There is another part of Geography sometimes taught, and it is a very important department; it concerns latitude and longitude. The author merely states what is meant by latitude and longitude; and suppose he has defined the equator; here, too, it is impossible to give the proper idea by means of a definition. There must have been something like a reality, before the idea could become fairly impressed upon the mind, and with such an impression, what is the use of a definition? therefore, definitions are useless. Give practice, then, in this department. Lay out lines upon the places that are to be mapped;—actually mark out such lines, so that you will not have a line upon your map that is not a counterpart of what you represent. I do not blame pupils in our schools for considering the lines upon the map or paper the foundation of Geography. Do you blame them for saying that the globe in the closet is the world, if you have not called their attention to anything but the globe in the closet? A pupil was asked if he ever saw the world about which the Geography told him; he said he had, and when asked where it was, answered that it was in the closet. Such cases have actually occurred, and are the legitimate result of such a mode of teaching. There is another and higher use in the science of Geography than that of training the intellectual nature of man. We heard last evening of the importance of training the emotions. I thank the gentleman for dwelling upon that very important subject. It is one to which we have been too negligent. Schools exist apparently for the sole purpose of training the intellect, and, as was shown last night, it has not been well done, because other departments have not been well considered. There is not a science taught in our schools, which does not involve some moral principle, according to the great plan of creation, by which the most is made of everything, and everything made to yield the greatest possible amount of good. It seems to me to be the duty of teachers, in all departments of study, to forward the moral and religious training of man. The science of Arithmetic, which was so ably illustrated upon this platform, yesterday, is often made to yield some moral fruits, and the teacher fails in part to perform his duty in this branch of study, who does not make it yield such fruit. That science speaks of accounts, cash books, &c., and these suggest topics for moral reflection. So long as we may read the words of the 19th Psalm—"The heavens declare the glory of God; and the firmament sheweth his handiwork. Day unto day uttereth speech, and night unto night sheweth knowledge"—so long as these words remain true, there is a moral element in Geography that never should be neglected.

ARNOLD'S SYSTEM THE SOCRATIC MODE.

DR. ARNOLD'S whole system was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible, — enough to dispose of the difficulty, and no more ; and his questions were of a kind to call the attention of the boys to the real point of every subject, to disclose to them the exact boundaries of what they knew or did not know, and to cultivate a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. “ You come here,” he said, “ not to read, but to learn how to read ;” and thus the greater part of his instructions were interwoven with the process of their own minds ; there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium, through which his instruction might be communicated to the less advanced. Such a system he thought alike valuable to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to follow his instructions, it confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, it gave precisely what he conceived that such a character required. “ He wants this,” to use his own words, “ and he wants it daily, — not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned — a haze of indistinctness as to the consciousness of his own knowledge or ignorance ; he takes a vague impression for a definite one, an imperfect notion for one which is full and complete, and in this way he is constantly deceiving himself.”

Hence also, he not only laid great stress on original compositions, but endeavored so to choose the subjects of exercises as to oblige them to read and lead them to think for themselves.

He dealt at once a death-blow to themes (as he expressed it) on "Virtus est bona res," and gave instead historical and geographical descriptions, imaginary speeches or letters, etymological accounts of words, or criticisms of books, or put religious and moral subjects in such a form as awakened a new and real interest in them: as for example, not simply, "carpe diem," or, "procrastination is the thief of time;" but "carpere diem jubent Epicurei, jubet hoc idem Christus." "Ha! very good!" was his well-known exclamation of pleasure when he met with some original thought; "is that entirely your own, or do you remember anything in your reading that suggested it to you?" Style, knowledge, correctness or incorrectness of statement or expression, he always disregarded in comparison with indication or promise of real thought. "I call that the *best* theme," he said, "which shows that the boy has thought and read for himself; that the next best, which shows that he has read several books, and digested what he has read; and that the worst, which shows that he has followed but one book, and followed it without reflection." — *Stanley's Life of Arnold*.

EDUCATION.

THERE is perhaps no subject that commands so much attention in our own New England as education. The condition of our Common Schools, the standing of our academies and the superiority of our colleges, are the themes of almost every one, and we pride ourselves upon the fact that wherever a Yankee is found, something above mediocrity in intelligence may be witnessed. And all this is very well. But we seem to neglect the fact, that with all the versatility of a New England education our people are becoming every day more superficial.

Education, like everything else in our country, is measured by its immediate and practical utility. Whatever, in the shortest space of time, with the least labor, will produce the greatest quantity of money, appears to be the desideratum. Consequently our population is developed in fragments. One man depends upon his muscles, another upon his eye, another upon his ear, &c., &c., for his prosperity. The whole man is never brought out as he should be. In consequence of this we have multitudes of examples of great acumen and skill in one department, while great ignorance is manifested in other matters with which every tolerably educated man should be acquainted.

However learned a man may be, he is not properly educated if he fails to know how to act promptly, effectually and wisely

in the varied exigences of life. The man who can thus act, is educated, although he knows nothing of languages, the sciences, or the philosophy of life. We will except the latter, for if he acts with wisdom and effect in the exigences which are continually occurring, he is a philosopher, although he may be ignorant of metaphysics as a science, and ignore the title.

On the other hand a man may be enriched with the profundity of a Plato, and the versatility of a Voltaire, but if he fails when required to act, he is not educated according to the requirements of the nineteenth century. Man is now estimated not by what he knows, but by what he can do. Many comparatively unlearned men of a practical turn of mind have more influence in society than our best scholars, simply because while the latter theorize, the former show an aptness to encounter and overcome circumstances which the scholar attempts in vain.

In this case the scholar is not educated, in the true sense of the word. He has accumulated knowledge, but his mind is not capable of using it to advantage. He knows books, but not men. His pursuits have excluded him from an intimate sympathy with the necessities and desires of his fellow-men, and he consequently fails when he attempts to prescribe remedies for the evils which exist. The scholar must never forget that there are two sides to human nature—the contemplative and the active. If, in his absorption by the former, he neglect the latter, he will find his sphere narrowed, and his labors ineffectual.

The objects of early training are simply to store the mind with elemental knowledge and to cultivate habits of reflection and decision. In proportion as the youth is properly educated, he will give evidence of his ability in his manhood. If his powers have been stunned with over-cramming, or if his judgment has been enfeebled by over-tasking his memory, the effect thereof will be perceived in the adult. He may be full of learning, but he will not have the power to use that knowledge to advantage.

Under a wise system of instruction there will be as much care taken of the individuality of the student as of the branches in which he is instructed. He must be taught to incorporate what he learns into his mental organization. There is no objection to his receiving assistance from others, but that assistance should be comprehended, and the essence thereof appropriated. Without this, a knowledge of books is rather an impediment than an auxiliary to success. Our young men should recollect that a true education is that, and that only, which will enable them to bring to bear all their forces upon the matters which may affect them in after life. If education does this, it is commendable; but if otherwise, then it becomes an embarrassment to its possessor, and fails him in the time of his greatest need.—*Herald*.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Tenth Annual Meeting of the Massachusetts Teachers' Association, will be held in Northampton, in the Town Hall, on Monday and Tuesday next preceding Thanksgiving.

The Association will assemble on Monday at 3 o'clock, P. M., for the transaction of preliminary business; to hear the Reports of the Secretary and the Treasurer, and of the Special Committees, to whom have been assigned respectively the following duties, viz.:—To attend to the publication of the Transactions. To obtain a Seal for the Association, and a Form of Certificate of membership. To settle the claims of gentlemen who were at pecuniary sacrifice in aid of the Association. To examine the Prize Essays and report thereon.

The following amendments to the Constitution, proposed at the annual meeting in 1853, will be in order for discussion, viz.:—To omit the word '*male*' in the wording of the 2d article, so that female teachers may become members of the Association, offered by Rev. Cyrus Peirce, of West Newton. To strike out such portion of the Constitution as requires the Board of Directors to give notice of the time and place of meeting one year in advance,—offered by the same gentleman. To make provision for the election of Honorary members,—offered by Mr. Wells of Newburyport.

A Committee to nominate a Board of Officers for the ensuing year, and one to nominate a Board of Editors for the "*Massachusetts Teacher*" will be appointed, said Committees to report at the commencement of the afternoon session of Tuesday.

Lectures will be delivered as follows:—On Monday evening, at 7½ o'clock, by Rev. J. P. Cowles, of Ipswich.

Tuesday, P. M., at 3 o'clock, by Rev. Charles Hammond, Principal of the Lawrence Academy, Groton.

Tuesday, at 7½ P. M., by Rev. F. D. Huntington, of Boston. Discussions will be held upon the following subjects.

1st. "Ought one pupil to be allowed to assist another in his studies?"

2d. "School Supervision."

Arrangements will be made for the reduction of fare on the Western, and the Connecticut River Railroads. It is expected that arrangements for reduction on other Roads will be made by parties directly interested.

The Committee of Arrangements deem it proper to state that free accommodations for ladies are not guaranteed; but that the Hotel accommodations in Northampton are ample and excellent, and that arrangements have been made for the entertainment of persons attending the meeting, at a reduced price. For further particulars, see Circular.

Boston, Oct. 23d, 1854. CHAS. J. CAPEN, *Sec'y M. T. A.*

THE MASSACHUSETTS TEACHER.

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A. M. GAY,* EDITOR OF THIS NUMBER.

[December, 1854.]

✓ SCHOOL-KEEPING.

PRIZES are now being offered to the pupils at training schools in several English counties, for the purpose of promoting a knowledge of the art of conveying sound instruction in common things to the children of the working classes. In the movement that has thus been set on foot by Lord Ashburton, the whole English public claims to participate; the need of much more sense in school-teaching, and even (with reverence be it said) in university systems, is so very obvious, that Lord Ashburton's suggestion has gone off like a gun in a rookery, and has set every quill flying.

Doctor Quemaribus declares to all friends and parents in his private circle, that his school is exempt from the prevailing attack. Public opinion seizes upon schools now like an epidemic, and, as is the way with epidemics, fastens with most severity on those that happen to be in a bad condition. Dr. Q. pronounces his own school to be intact, for does he not give object-lessons to his junior boys? does he not provide lectures on chemistry for all the boys? does he not teach the elders botany? I, for my own part, do not agree with Mr. Quemaribus in his opinion of the state of his own kingdom at Verbumpersonale College. I have the highest respect for that distinguished LL.D. I know, too, that he is a good, earnest man, and that the boys he turns out do him credit. They possess much knowledge, though they are not well educated—for to know much and to be well educated are two perfectly distinct things—and they are gentlemen. They leave school with a respect for their teacher, and they grow up excellent people. When the hairs of Dr. Quemaribus shall have become white, and when his voice of power shall have become

* The November No. of the "Teacher" should have been accredited to Mr. William L. Gage, Principal of the High School, Taunton.

weak and thin, there shall collect together stalwart men, tradesmen and merchants, quick lawyers and slow divines, and shall dine in his honor, and acknowledge him their friend, present plate to him, and comfort him with words of generous and loving recognition. He will deserve all they may say of him or do for him. There is a legion of quack educators in the land, but the principal of Verbumpersonale College is not one of them.

There are thousands of fine-hearted and full-headed Quemaribuses in all ranks of the scholastic profession. I believe, in my heart, that as there is not a happier or nobler occupation in the world than that of developing the minds that are to work in the next generation, so there are in this country very many good men now occupied in teaching children conscientiously and with exceeding care.

Yet, upon this subject of teaching I have long had crotchets of my own, of which Dr. Quemaribus and many other clever men used to declare to me that they were purely theoretical, that they were quite impossible of execution. Every practical man would tell me so. Every practical man did tell me so. "My dear fellow," said Quemaribus, "it is a very pretty amusement to plan model school systems, but you don't know the difficulties with which we have to contend. There is not time for all you would have done, and you set out with a wrong notion of the nature of a boy. Your method never could be worked." "Doctor," I said, "by the thunder of Jove, and by the whistle of the steam engine, I'll try." "Then," said the doctor, "if you mean that seriously, you are mad. Every man will say so when he sees you lay your bread and butter down to make a harlequin's leap out of one profession into another—out of a business you understand into one of which, permit me to say, you know nothing whatever. And how will you try? Where will you go?" "I will go into some town where there are a great many people, and say plainly: Thus I desire to teach. There may be a dozen who will answer, fanciful as you think me, Thus I desire my children to be taught."

I carried out that scheme and met with the result that I expected. After two years of school-keeping, during which I put my crotchets to a full and severe test, I left in a town which I had entered as a stranger, some of the best friends I have ever made or ever shall make. I left there, also, children whom I never shall forget, by whom too I hope never to be forgotten. Moreover, I did not lose money by the venture; in a commercial sense, the experiment succeeded to my perfect satisfaction.

When it is possible to add a demonstration to a theory, it ought to be done, and it would certainly be unjust towards the

little crotchets that I here wish to set forth if I did not (as in truth I can) make evident that they are something more to me than idle fantasies. At the same time, let nobody interpret anything here said as a puff composed during the Christmas holidays for the replenishing of anybody's forms; the writer's occupation as a schoolmaster is over, he has now no school and takes no pupils, nor can he name any school in this country that is carried on according to his plan. Furthermore let it be said that if he did know of such a school, it is quite possible that he might entertain a low opinion of it, for a reason that will be made evident by the crotchet next and first to be detailed.

Crotchet the First. Concerning plans of teaching. Nobody has any right to impose his plan of teaching on his neighbor. There is no method that may call itself *the* method of education. There is only one set of right principles, but there may be ten thousand plans. Every teacher must work for himself as every man of the world works for himself. There is for all men in society only one set of right principles, yet you shall see a thousand men in one town all obeying them, although all in conduct absolutely differ from one another. They will present among themselves the widest contrasts, and yet every one may be prospering and making friends. Thompson talks little, avoids company, sticks to a few good friends, and does his work in a snug corner. Wilson speaks freely and cheerily, delights in associating with his fellows, and works with a throng of helping hands about him. Jackson is nervous, fidgety, and constitutionally irritable; he does his duty, though, and gains his end. Robson, on the contrary, is of an easy temper, lets a worry rest, and never touches it when he comes near; he does his duty, too, and gains his end. But, let the shy Thompson undertake to make his way in the world by being, like Wilson, sociable and jolly; and he will make himself contemptible by clumsy efforts, and the end of them will be a dismal failure. In the school, as in the world, a man must be himself if he would have more than a spurious success: he must be modelled upon nobody. The schoolmaster should read books of education, and he may study hard to reason out for himself by their aid, if he can, what are the right principles to go upon. A principle that he approves, he must adopt; but, another man's plan that he approves, he must assimilate to the nature of his own mind and of his own school before he can adopt it. Even his school he must so manage that it shall admit of great variety of plan within itself, and suffer him so to work in it as to appeal in the most effective way to the mind of each one of his scholars.

The practical suggestion that arises from this crotchet, is, that each teacher should take pains not to make an abstraction

of himself, but to throw the whole of his individuality into his work ; to think out for himself a system that shall be himself ; that shall be animated by his heart and brain, naturally and in every part ; that shall beat as it were with his own pulse, breathe his own breath, and, in short, be alive.

Crotchet the Second. Upon the qualifications of the teacher. He may be mild or sharp, phlegmatic or passionate, gentle or severe, he may thresh or not thrash—but I would rather he did not thrash. As men differ and must differ, so must teachers, so must schools. But, no man can be a good teacher who is a cut and dried man without any particular character : his individuality must be strongly marked. He should be, of course, a man of unimpeachable integrity, detesting what is base or mean, and beyond everything hating a lie. He should have pleasure in his work, be fond of children, and not think of looking down upon them, but put faith—and that is a main point which many teachers will refuse to uphold—put faith in the good spirit of childhood. He must honor a child or he cannot educate it, though he may cram many facts into its head. It is essential also to the constitution of a good teacher, that, whatever his character may be, he shall not be slow. Children are not so constituted as to be able to endure slowness patiently. He must also not be destitute of imagination, for he will have quick imaginations to develop and to satisfy.

Furthermore it is essential that he should deeply feel the importance of his office, and utterly disdain to cringe to any parent, or to haggle for the price of services that no money can fairly measure. In all that I here say, I speak with direct reference to schools for the children of those people who are well to do in the world, and can afford to support the kind of teacher they desire. Schools of that kind ought to be in the hands of men trained long and carefully in many studies. Assistant teachers should be men qualified to aid, by undertaking, each a single branch of study in which they have obtained perfection ; but the head of a school should carry its brains and be, as nearly as he may be, versed in all its business. It is not for him to teach a speciality, but to command respect by the breadth of his attainments, to link all parts of his plan together, and unite them in the boys' minds into one great whole. He should add to his classical knowledge an acquaintance with, at the very least, two modern languages ; he should know how to account for, and to make comprehensible to boys, the reasonings of mathematics ; he should have studied and be able to teach, the history of the world as a whole ; he should be well read in books of travel, and have a full elementary knowledge of the entire circle of the sciences. He should be well read in the literature of several countries and of his

own day; he should study the political and social movements that are going on about him, and employ even the news of the day in his teaching, by applying it to school knowledge and knowledge to it. He should be able to bring every study into visible subservience to the best and commonest aims of life, showing the children at once how to think and how to make all acquired knowledge available and helpful in their daily work. All this may be too much for one man; but it is not too much for one man and a library. The proper breadth of cultivation given, depth must be maintained by constant and habitual study. The most learned teacher ought incessantly to read and think, so that he may be on each topic as fall-minded as he should be when he proposes to give lessons to a child. The good teacher must be devoted to his work; if he wants pleasure and excitement, he must find them in the school-room and the study. For it is only when his teaching gives great pleasure to himself, that it can give any pleasure whatever to his pupils. The parent must not grudge to a worthy teacher the most liberal reward that lies within his means. It is not to be supposed that any large body of men can be induced to devote themselves heart and soul to an ill-paid profession, which demands peculiar talents and expensive training, with a toil both in preparation and in action that can never be remitted.

Crotchet the Third. Of the child taught. There is no fault of character in boy or girl that cannot be destroyed or rendered harmless, if right treatment be applied to it in time; that is to say, within the first twelve years. We inherit tempers and tendencies which sometimes, when they are neglected, bring us to harm. The bent of character is settled before birth. Anything cannot be made of any boy or girl, but something can be made of every child, which shall be satisfactory, and good, and useful. The tendency that would, under a course of neglect or bad management, produce out of a cross infant a self-willed and dogged man, may be so managed as to develop into firmness tempered with right judgment. Mismanagement at home hinders good management at school, and, for a generation or two, that difficulty will hurt the operation of the best school systems. There belong, however, to the spirit of childhood and youth, qualities through which a true-hearted appeal is sure of a true-hearted reception. Children are good, and they are so created by Divine Wisdom as to be wonderfully teachable. They are, however, also so created as to require free action and movement, to be incapable of sustaining long-continued mental exertion, to be restless. It is not in the constitution of a child to sit day after day for three or five consecutive hours upon a form. If the schoolmaster subjects children to unnatural conditions, and Nature asserts herself in any boy or girl more visibly than disci-

pline admires, the teacher, not the child, is then in fault, and it is he or she — if any one — who would stand in the corner, do an imposition, be whipped. It is only possible to teach a child well, while accommodating one's ways humbly to the ways of Nature.

Crotchets the Fourth. On the constitution of a school. Since there is no such thing as a plan universal for all teachers ; since each school should maintain its own individuality ; since a school of which the plan is an abstraction is a dead school ; I can only express my notions on this subject by explaining what sort of a crotchet my own notion of school-keeping was, and how it answered. Let me be at the same time careful to reiterate, that I do not propose it as a nostrum, but that, on the contrary, I should hold cheaply the wit of any one who copied it exactly in practice. I only want my principles adopted — nothing more. One notion of mine was, that if children could be interested really in their studies — as they can be — so long as they were treated frankly and led by their affections, the work of education could be carried on entirely without punishment. I had been, as a boy, to many schools, and knew how dread begot deception, and we were all made, more or less, liars by the cane. Even our magnanimity consisted frequently in lying for each other, and obtaining for ourselves the floggings that impended over friends. I knew how deceits rotted the whole school intercourse to which I had myself been subject ; how teachers, made distrustful, showered about accusations of falsehood ; how we cribbed our lessons, and were led to become sly and mean. I do not mean to lay it down as a principle that schools should be conducted without punishment ; I can conceive a dozen kinds of men who would know how to do good, with a few floggings judiciously administered. But I was not one of the dozen — I should certainly have done harm. Corporal punishments being abolished, there remained few others. For, I uphold it as a principle, that punishments which consist in the transformation of the school-room to a prison, or in treating studies and school-books as if they were racks and thumb-screws — instruments of torture to be applied against misdoers, in the shape of something to write or something to learn—to learn, forsooth !—defeat the purposes of education, heap up and aggravate the disgust which it should be the business of a good teacher carefully to remove as it arises.

I set out, therefore, with the belief that I could dispense wholly with punishment, if I could establish perfect openness of speech and conduct in the school. Accordingly, a little ceremony of signing a book was established on the entry of each pupil, whereby the signer formally promised in all dealings with his teacher or his companions “to act openly and speak the

truth." All motive to deception being as much as possible withdrawn, the strongest motive penalty could give, was put in the other scale ; for it was established as a fundamental law, that a first falsehood would be forgiven, but that after a second the offender would be required to leave the school. This law was taken, as it was made, in sober earnest. There was only one transgressor, a youth of fifteen, blunted in feeling by a long course of mismanagement. He did not remain with us three months. Systems, and very good systems too, according with the individuality of other teachers, would provide for cases of that kind ; mine did not. It was so far faulty. It would suit forty-nine children out of fifty, but the fiftieth would need another kind of discipline. A little pains being taken to keep up the feeling, perfect openness was secured, and no tale-telling was possible, for every one told frankly his own offence.

And that too was the case, although it was found in practice not quite possible to go on wholly without pains and penalties. At first, when there were half a dozen pupils, all went well ; but when the number had increased, though all continued to go well, and the best spirit was shown by the children, it was not possible for them, gathered in groups, to exercise so much self-control as they might themselves wish, and as was necessary for a reasonable discipline. The joyousness and restlessness of youth, not being chilled in any way, would now and then break out at inconvenient times, and every idler was a cause of interruption to his neighbors. Penalties were therefore established. They were of the lightest kind, and represented nothing but the gain or loss of credit. They would have been ridiculous, except in as far as they were applied to children anxious to prove their resolution to do right.

Rewards were established with the penalties, and it is necessary to explain their nature first. I think it may be laid down as a principle, that the practice of urging school-boys, or even young men, into fierce competition for a book, a medal or a sum of money, hurts more than it helps, the work of earnest education. The true teacher ought not to give prominence to an unworthy motive for exertion ; only a false teacher does that, to escape, in an artificial way, some of the consequences which result from the false principles on which he goes to work. It was my crotchet to give nobody a book for being more quick-witted than his neighbor ; but, as much as possible, to set each working for his own sake, and to fix a common standard—not of intellect, but of application and attention, which each was to endeavor singly to attain. It was possible that, at the end of a half-year, every pupil might receive a first-prize. It was certain that, as prize or present, every one would receive a book, and that although there were first, second, and third

prizes, the difference between them was not to consist in money-value.

This was our system of penalties, by which alone the little state of children was held in sufficient check :—Whoever, during work-time, was a cause of interruption, had an interruption marked against him. If he interrupted three times, it was said that he lost half-a-day ; if six times, he lost the day, and, for the day, had nothing more to lose. If he chose — as he never did choose — it was to be supposed that, having got so far, he might make as much noise as he pleased thereafter. Gay spirits now and then indulged themselves in the luxury of two offences against order, stopping at the third. Every offence against discipline went by the name of interruption ; and we called a day a ticket. At the end of the half-year, each pupil's lost days were counted, and according to their number was the number of his prize. Within the cover of his book was pasted a small printed form, which, being filled up, carried abroad the exact intelligence that its owner had been present and attentive at school a certain number of days, absent or inattentive another certain number of days, and had received that book as a first, second, or third prize. The success of this plan was greater than a man putting no faith in children might suppose. Stout boys, who could pull at an oar with a strong arm, were not too big to cry, sometimes, over a lost half-day. The ages of the pupils ranged between eight and fifteen. Now and then, it happened that some great event outside, such as the freezing of a pond, produced an irrepressible excitement. Common restraints would not check talking and inattention. The punishment then introduced is horrible to tell : — There was no teaching ! All lessons were put aside. Instead of extra lessons, for a punishment, no lessons appeared to me the best mark of supreme displeasure. Lessons were not to be regarded as their pain, but as their privilege ; when they became too unmanageable, the privilege was, for a time, withdrawn. Whatever you may choose to call a punishment, becomes one to an honest and well-meaning child. Stoppage of lessons checked all turbulence at once, and the school looked like a dismal wax-work exhibition until the prohibition was withdrawn.

Children are very teachable, and it is just as easy to excite in them, and to lead them by, a sense of honor and self-respect, as to spur them on, by promoting among them rivalries and jealousies, and to try to drive them out of mischief with a cane.

Having explained our criminal code, let me describe next our ordinary constitution, which was from beginning to end one shock to the feelings of Quemarius when I detailed it to him. Children are not fond of gloom or ugliness ; and it is not won-

derful if they have little admiration for the customary school-room and its furniture. My crotchet on that subject was, that the best room in the teacher's house should be the school-room, and that he should do all he in reason could to give it a cheerful and even elegant appearance. The school of which I speak, was established by the seashore, and there was a very fine view from our school-room window. It must be confessed that there was plenty to look at, and sometimes certainly a ship or a donkey would appear at inconvenient seasons ; but, as we did not shut the world out from our teaching, there was no good reason why it should be shut out from our eyes. There was a back room used for supplementary purposes, but the front room was the main work-place. I was the first tenant of the house, and papered it. For that school-room, in defiance of all prejudice, and in the mad pursuance of my crotchet, I chose the most elegant light paper I could find — a glazed paper, with a pure white ground, under a pattern that interfered little with the whiteness and delicacy of the whole effect. After two years of school-work in that room, it being always full, the paper was left almost without a soil. There had been a few ink-spots that could readily be scratched out with a knife, and one mishap with an inkstand, of which the traces were sufficiently obliterated with the help of a basin of cold water.

Upon the mantelpiece were vases, which the children themselves kept supplied with flowers. The room was carpeted, and it must be granted that the carpet soon wore out. There were neat little cane chairs instead of forms, cheerful-looking tables instead of school desks. The aspect of the room was as cheerful as I could contrive to make it, and was a great shock to the prejudices of Dr. Quemaribus. It did contain, however, a blackboard, a pair of little globes, and a great map of the world : — to which our references were so incessant, and I believe often so pleasant, that I think we all were glad to be familiar with its features.

Dr. Q. called on us one Monday morning, before his own Christmas holidays were over — ours being short — and he made a grimace when he found us very snugly seated about the room, one stirring the fire, and all talking about the news of the day. I was insane enough to devote every Monday morning to that sort of study, and the Doctor candidly confessed before he left that it was not altogether folly. Boys accustomed to discussions upon history, looked at contemporary events from points of view that appeared quaint to him and not entirely useless. They bewildered him by their minute acquaintance with the recent discoveries at the North Pole, which they had acquired while their hearts were full of sympathy for Sir John Franklin. There was a new scientific discovery, of which

they were endeavoring to understand as much as possible, and they were criticising social movements in a startling way. The Doctor observed too, how the tempers and the humors of the children were displayed in this free talk, and how easy it became, without effort or ostentation, to repress in any one an evil tendency — the tendency, perhaps, to pass summary and contemptuous opinions — and to educate the intellects of all. A great deal may be done when all seem to be doing nothing. When news was scarce, and time was plentiful, we filled that morning with a lesson upon what we entitled “common knowledge.” That topic recurred two or three times a week, and was concerned with reasonings and explanations on the commonest of every-day words and things.

We divided the day into two very distinct parts. Half was spent upon book-study, as of languages, arithmetic, and mathematics; the other half upon history and science. I began to struggle — through the history of man — fully enough to occupy over the task five or six hours a week, and get to the end in about three years. In the same time, we were to get through the story of the world about us, and complete the circle of the sciences. Geography we learned insensibly with history and science, filling up our knowledge of it with the reading of good books of travel. In these studies, the interest taken by the children was complete; but partly because I felt that there was insecurity in oral teaching by itself, partly because I wished to see how we were getting on, a practice was established of mutual examination in all things taught verbally to the whole school together. All were parted into two sides, matched pretty evenly, whose work it was to puzzle one another. The sides were often shifted, for the eagerness of competition became sometimes greater than was wholesome; though it was a pure game of the wits, in which there was no tangible reward held out to the victor. Very proud I felt at the first trial, when I heard questions asked and answered upon facts in history or natural history, or explanations of familiar things taught verbally, in some cases, twelve months ago. It was felt to be of no use to ask anything told within a month or two, because that probably would not have been forgotten. I got a book and entered every question that was asked, wording it in my own way, but altering or prompting nothing; and the book now lies before me, an emphatic proof of the degree and kind of interest that children, taught without compulsion and allowed to remark freely upon all that they are doing, can take in the acquisition of hard knowledge. They began curiously with thoughts rather than things; and with thoughts, too, that had not been discussed among us for a twelvemonth. “Why does China stand still in her civilization?” was asked first; that being answered,

the other side returned fire with the same kind of shot, "Why did our civilization begin on the shores of the Mediterranean?" That was remembered, and there was a return-question ready, "Upon what does the advance of civilization depend chiefly?" That, too, was known, and there was a shot more in the locker, "Why is England so particularly prosperous — why not some other island?" Then, there was a change of theme; a demand for the habits of the sexton-beetle was returned again in kind by a demand for ditto of the ant-lion; and upon the white ants there was a retort made with the gad-fly and the Bosphorus. Then, one side grew nautical, and wanted a description of all the parts of an ancient ship-of-war. They were remembered — for the topic was but a few months old — and the retort was, "Describe the spy-boats of the ancient Britons." That day's engagement ended with the question, "Why is it close and warm in cloudy weather?" to which the return-inquiry was, "Why is it colder as you rise into the air, though you get nearer to the sun?" Every question asked that day, was fairly answered. On the next day of battle, I find one side asking to be shown the course of the chief ocean-currents, and the other demanding to be told what causes ebb and flow of tide, spring and neap tides, and to be shown the course of the tide-wave. I find questions, in the same day, on the wars of Hannibal, the twinkling of the stars, the theory of coral reefs, the construction of the barometer and thermometer, the tide of the Mediterranean, and how one branch of a fruit-tree can be made to bear more than the rest. Farther on, I find such questions asked as the difference between ale and porter, between treacle and molasses, how a rope is made, how spines are formed on shells, when linen was first used in Europe, and what is the use of eyebrows and eyelashes.

After this system of mutual examination was established, a new phase of our school-life displayed itself. The oral-teaching, which had evidently not been thrown away, was cultivated with new care; a great system of note-taking arose; all kinds of spontaneous efforts were made to retain things in the memory; and the result was, that, as I read before I taught, and could not remain always so full of information on a topic as I was while teaching it, the children over and over again remembered more than I did. I soon needed all my wits not to be nonplussed myself when they were laboring to nonplus one another.

Now if work of this kind can be done merrily, stopping at the end of every hour for five minutes of play, and throughout without any employment of a harsh restraint; if, over work of this kind, faults of character or temper can be easily and perfectly corrected — as with us, in two or three instances, they were —

a spirit of inquiry can be begotten. That done, a boy can be made to feel the use and enjoy the exercise of education, and in the end will turn out eager to go on acquiring knowledge for himself. Surely if this be so, there must be something rotten in existing school-systems, planned upon the models set up in the middle ages! Truly, I think there is great room for a Luther among schoolmasters; and I do marvel greatly at the pertinacity with which society adheres, in these days, to scholastic usages whereof familiarity breeds in it no contempt. — *Household Words.*

CHILDHOOD.

[From the Home Journal.]

(Continued from page 356, November Number.)

“The taste for comedy, at least in a finished form, is of later date. It implies familiarity with the follies and foibles of the world; it suits the pococurantism of manhood better than an enthusiastic and reverent age; it belongs to a habit of mind critical rather than creative. It is quite true that boys, especially school-boys, *have a very lively sense of what is ridiculous, and still more of what is ludicrous.* No sobriquets elaborated in after life by the ingenuity of party warfare, hit the mark so well as those in vogue at school — launched by the careless hand, and forged in an instant by the ready wit and happy versatility of boys. But, notwithstanding all this playful humor, the other element preponderates below the surface. Thus Dickens is generally a greater favorite with boys than Thackeray.

“But the child’s idea of a future state — in this point again he resembles the Greeks of old — is rather a continuation of the happy home in which he lives, than a new heaven and a new earth. He cannot conceive it otherwise — and why should he? Through the operation of the same cause, it is mercifully ordained that his mind is easily diverted from a morbid scrutiny into its own faults, and thus disencumbered of the heavy burden that would otherwise impede the onward course. Perhaps this consideration tends to explain, what has been called,*

* The passage is so beautiful, that we cannot refrain from quoting it entire: — “Truly it is a mystery, that strange privilege which boyhood alone seems to possess of being at once sinful and light-hearted. It is, as it were, the mingling of the pure and the impure, in the same cup, without the whole draught becoming polluted. In after years guilt has its moments of wild and feverish delight; but boys, and boys alone, can *sin, and be sorry for awhile, and then fling aside all thought of it, and feel as though they had never sinned at all.* In infancy the consciousness of sin is a thing unknown, in manhood it presses on the heart like an ever-present burden; but in boyhood it is like an April cloud,

in one of the little books mentioned above, 'an inscrutable mystery in boyhood;' the rapid facility with which the sorrows of repentance are effaced by returning lightness of heart. The deliberate propension of manhood, once perverted from its proper objects, needs a hard and bitter struggle before it can be restored them again. 'If the light that is in thee be darkness, how great is that darkness!' But, while the ruling faculty, the reason, is less capable of withstanding the rude caprice of the undisciplined passions, there is more hope, and less bitterness of remorse.

"Another characteristic of the young — one which they have in common with the fair sex — is the *personal* aspect in which they regard things; the disposition to refer everything to the person from whom it proceeds, or to whom it belongs, and to judge of it accordingly. Principles and opinions are invested by them with the associations belonging to the persons who support or impugn them. *The personal authority of the teacher, his claims to affection or respect, have more efficacy with them than the independent evidence of what he inculcates.* Nor can it be regretted, that their reason, immature at present, and ill-prepared to enter into the strife of opinions, should be naturally disposed to attach itself to the guides placed within reach by Providence, and to submit to them almost implicitly. A time must come, for educated minds at least, when they cannot conscientiously evade the arduous duty of examining and pronouncing for themselves. But it is foolish to anticipate prematurely this painful responsibility.

"Again, *children*, like some of the most intelligent among domesticated brute creatures, *have a quick and intuitive sense of character.* They are skilful to read its hieroglyphics in the look, voice, manner, and general appearance. They feel themselves unaccountably attracted or repelled by the different persons with whom they are brought into contact; and these prepossessions seldom prove mistaken. They are great hero worshippers. Virtue to them is no lifeless abstraction — no '*bona res*' — nor yet a frigid and decorous personification. To find a way into their hearts, she must appear like the gods of Homer — in the real flesh and blood of some great and good man. As soon as they begin to be initiated into the busy controversies of the political world, they become violent partisans. With the party to which they are attached, resides all right and goodness; out of its pale all are aliens and foes. Castles in the air, beautiful and unsubstantial, 'rise like an exhalation;' or 'like the airy fabric of a dream,' doomed, alas! 'to melt away before the light of common day.' Cherished theories of Utopian perfec-

which flits over the landscape, darkening it for a while, and then passing away altogether, and leaving it as bright as ever. Of all the mysteries of boyhood this is perhaps the most inscrutable."—*Charlton School, or the Cherry Stones.*

tion, and the eager pursuit of unattainable ends, lure on the willing dupe; until as years pass away, tired of the hopeless chase *'he learns to understand that to strive after good, rather than to attain it, is the portion allotted to man by God in this life.'* It may be added, that children are little, if at all, affected by worldly considerations in choosing their friends. Rank and riches are nothing to them, in comparison with real personal attractions. *Tuft-hunting, or 'stunkysm,' as it is now called, too often the bane of society among the grown-up children of the world, is almost, if not utterly, unknown at school.* Prowess at cricket or foot-ball — feats of bodily strength and activity — deeds of 'pluck' and hardihood — the value of qualifications like these may be overrated at school; but, after all, the higher excellences of generosity, kindliness, and candor, never fail to be appreciated there. The self-aggrandizing spirit, which torments men in after years with a constant anxiety to form 'good connections,' and so to rise one step higher in the social scale, may sometimes intrude itself even into College life, and interfere, more or less, with the sincerity of its intercourse; but is powerless to infuse its base alloy into the genuine affection of early friendship.

"Children, it has been said, by no less an authority than Johnson, are naturally cruel. But, despite the weight of so great a name, a charge like this will not need much refutation among those who have studied the ways of boys. Very heedless of consequences they often are — and scarcely familiar enough with pain and suffering by their own experience, to estimate rightly what they are inflicting; but they must be acquitted of intentional or deliberate cruelty. *Their 'love of mischief' is in the main an experimentalizing curiosity.* Another accusation brought against them — it occurs in a book full of thoughtful advice on the subject of education, 'Early Influences,' by Mrs. Montgomery — is, that they are not naturally truthful. It might have been supposed, that, if anywhere, truth would delight to dwell in so pure an abode as the breast of little children. It would be difficult to connect the idea of falsity with their artless simplicity. The fact is, they have a strong innate sense of the badness of a lie: but *the timidity and shrinking from pain inseparable from a tender age, easily avail to overpower the natural propensity to truth. Thus an appearance of insincerity is produced.* A similar explanation might be applied to the national character of the Italians and Hindoos. Reserved, except to the few who understand them, children are very liable to sudden gusts of changefulness, but they are not often deceitful nor untrue."

The writer has a long passage, which we wish we had room to quote, on the value of an *indirect mode of teaching*, or the

embodiment of abstract truth in narrative. Such a mode of writing "wins its way more easily into the understanding—quickens the attention—inspires the feelings—is retained more lastingly—gives more exercise to the imagination." "And then it is no small gain to substitute what is pleasurable for a comparatively painful process; especially in the treatment of *that part of human life which seems intended by God to be a season of enjoyment while it lasts, whatever troubles may be awaiting its mature manhood.*"

But we like the writer's

UPHOLDING OF FAIRY STORIES.

"But what are we to say of the *compendia of useful knowledge which threaten, in some quarters, to dislodge the beneficent fairy, with her wonder-working wand and ubiquitous and multiform genius?* It is difficult to see how any moral influence can be exercised through such channels on the youthful mind, which has need as yet rather to be *formed* than *filled*. A naked list of dates or other facts, with which the feelings have nothing to do, and in which, as yet, the understanding can recognize little or nothing, is a mere nonentity to the child. It sinks as a dead load into the memory, overtaxing the mechanical powers of retention, whilst it kindles not a spark of feeling nor generates a single genial thought. But let a child's ready sympathy be excited, let the travelled merchant of Bagdad unfold the secrets of his furrowed brow, and the solitary Crusoe detail by what ingenious contrivances he has fenced out the wild beast from his own savage den, and barely kept soul and body together at the peril of both, in his lonely island, no danger will there be lest the adventures or devices of either should appear to the child too fanciful or minute. He finds no fault with the lavish exercise of supernatural power by friendly or malicious genius; where the marvellous, however absurd to older ears, is so plausible and consistent, so devoutly believed by the several characters of the story—no wonder is it that a child should welcome each new marvel with even heightened interest.

"Again, the poetry in which childhood has been said to share so largely, though unconsciously, is not manifested in occasional outbursts of feeling on the active homage which a poet loves to offer to the beautiful; it is not something often banished, and continually overshadowed by the daily formalities of common life, scared by the 'dry light' of science, and the cold analysis to which thought and feeling are subjected in manhood; rather is it a constant stream of silent joy, beating with every pulse, and pervading every sensation. It has no voice of its own to raise,

but all the more does it find in the flowers of Eastern language an expression of its own secret impulse ; nor need any fear be entertained, lest a mind dieted on such imaginative food in childhood should grow up fantastic or superstitious. In the present state of society such a fear is groundless. The danger, now-a-days, is all the other way ; and let us beware how, in our fancied wisdom, we undervalue such a talent for appreciation of the marvellous—for from whom did modern science draw its light, and modern art and letters the originating impulse of its excellence, and the models which have provoked its imitative powers—from whom but that race, whose every stream and mountain was hallowed by its appropriate legend, and enshrined as it were, the personal presence of its god or hero ? ”

It is a truth we seem to forget, that the *imagination* of man is the precursor of his *understanding*. The child's glimpses into the unseen world serve at least to lay something up in reserve which can lift him from the petty and sordid cares of life, when the soul shall need such relief.

We conclude our extracts from this writer, with his remarks on

OVER-EDUCATION.

“ *Among the great faults of the present day in this country are superficial intellectuality, want of originality, and dissipation of power ; an imperfect and discursive acquaintance with many studies, instead of intense concentration upon one, according to the bias of the individual—morally, an excessive anxiety, a harassing ambition to ‘rise in the world,’ and a morbid self-consciousness destructive of energetic action. The abatement of these evil tendencies, doubtless, depends much on early culture. Books for the young, we have endeavored to show, should be entertaining, fitted to nourish the affections and imagination rather than the logical faculty, indirectly instructive and suggestive rather than exhaustive of their subject, presenting images of good to be followed, rather than of evil to be shunned. Above all, children must not be taught too much nor too soon. Knowledge is sometimes a hurtful burden ; too much of it in proportion to the natural powers destroys originality and substitutes an unreal and insipid taste, an unconscious hypocrisy. If the dialectic faculties are later in their development than the emotions, the memory, the imagination, and the apprehension of the senses, it cannot be disputed that the young may best be influenced by personal authority and personal example ; nor that the study of languages naturally comes first in order, next the events of history and human life, last of all the abstractions of Philosophy—first words ; then things ;*

lastly ideas. As the sense of hearing is most acute in the dark, as the fancy is most inventive in the glimmering twilight, so the memory is most impressible and most tenacious, the feelings are most susceptible, before they are reduced under the severe control of the mature intellect enlightened by reflection. With all that is being done for the reform of our modes of training the young, *we have still to struggle with the evils of an indiscriminate and premature education.* Goethe, in his *Wilhelm Meister*, sagaciously protests against a uniform dress for his Utopian schoolboys. To discover the embryo genius, if he had any, of each boy, and to give it especial cultivation, was one secret of the influence of the Jesuits. They knew that our wishes are the prognostication of our powers. With us in Great Britain it is different. Not in large schools only, but in the narrower circle of home, it is too often to be deplored, that those who have care of the young, and who ought to know of each one, what he is, and what he is best able to do, fail to observe their several traits, and to shape their rough-hewn capacities to the proper end. The other evil is even more serious. The anxiety to make clever children defeats itself — it spoils thousands who might be clever men. *Not a few, and those the most promising — children, for example, like Hartley Coleridge — require to be positively kept back, not urged onwards.* In his pitiable case it was not the predominance of fancy in his childhood that was unhealthy, but the unboyish consciousness of self. Games at play with other boys would have been far better for him than to sit listening with greedy ears to the philosophers of the Lakes. The two greatest among our British poets, Shakspeare and Milton, both speak complainingly of their ‘late spring.’ Their regrets were unheeded. Better, far better that it should be so, than that the fruits, nipped and shrunk, should belie the promise of the abundant blossom. *Let each period of life wear its own garb, and play its own part.* For old age there is rest — persevering activity for manhood — and for childhood the grace and beauty and careless happiness which are peculiarly its own.”

PRUSSIAN SCHOOLS A FEW YEARS AGO.

DINTER, in his autobiography, gives some surprising specimens of gross incapacity in teachers, even subsequent to 1819. The following anecdotes are from that interesting work, *Dinter's Leben von ihm selbst beschrieben.*

In the examination of a school in East Prussia, which was taught by a subaltern officer dismissed from the army, the teacher gave Dinter a specimen of his skill in the illustration of

Scripture narrative. The passage was Luke vii, the miracle of raising the widow's son of Nain. "See, children, (says the teacher,) Nain was a great city, a beautiful city; but even in such a great, beautiful city, there lived people who must die. *They brought the dead youth out.* See, children, it was the same then as it is now—dead people could n't go alone—they had to be carried. *He that was dead began to speak.* This was a sure sign that he was alive again, for if he had continued dead he could n't have spoken a word."

In a letter to the king, a dismissed schoolmaster complained that the district was indebted to him 200,705 dollars. Dinter supposed the man must be insane, and wrote to the physician of the place to inquire. The physician replied that the poor man was not insane, but only ignorant of the numeration table, writing 200,70,5 instead of 275. Dinter subjoins, "By the help of God, the King, and good men, very much has now been done to make things better."

In examining candidates for the school-teacher's office, Dinter asked one where the Kingdom of Prussia was situated. He replied, that he believed it was somewhere in the southern part of India. He asked another the cause of the ignis fatuus, commonly called Jack-a-lantern. He said they were spectres made by the devil. Another being asked why he wished to become a school-teacher, replied, that he must *get a living somehow.*

A military man of great influence once urged Dinter to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," says Dinter, "if he sustains the requisite examination." "O," says the Colonel, "he does n't know much about school-teaching, but he is a good, moral, steady man, and I hope you will recommend him to oblige me." *D.*—O yes, Colonel, to oblige you, if you in your turn will do me a favor. *Col.*—What is that? *D.*—Get me appointed drum-major in your regiment. True I can neither beat a drum, nor play a fife; but I am a good, moral, steady man as ever lived.

A rich landholder once said to him, "Why do you wish the peasant children to be educated? it will only make them unruly and disobedient." Dinter replied, "If the masters are wise, and the laws good, the more intelligent the people, the better they will obey."

Dinter complained that the military system of Prussia was a great hindrance to the schools. A nobleman replied that the young men enjoyed the protection of the government, and were thereby bound to defend it by arms. Dinter asked if every stick of timber in a house ought first to be used in a fire-engine, because the house was protected by the engine? or whether it

would be good policy to cut down all the trees of an orchard to build a fence with, to keep the hogs from eating the fruit?—*Nat. Ed. in Europe.*

[For The Massachusetts Teacher.]

PHONETIC SPELLING.

THE November number of the Teacher contains an article on this subject from "Trench on Words," which has been published in the Teacher before, and is now, by some unaccountable error of the proof-reader, printed with the heading of an original communication.

I agree with Mr. Trench that the general introduction of a phonetic alphabet would be useless, because the language is not unchangeable, and therefore "before long there would again be a chasm between the spelling and the pronunciation of words."

But his "deeper and more serious objection" to phonetic spelling is not well founded. The very classes of words which he instances, in which ph takes the place of *φ* and *y* of *i*, so far from aiding the student to detect analogy with the Greek, serve to hide that analogy in all words not spelled with *ph* and *y*. In those words which were early introduced from Greek to Latin, *φ* was introduced as *f*. Indeed, the form of *f* was borrowed from *φ*. Yet, by our pernicious habit of calling *φ* *pee aitch*, we effectually hide the derivation of words spelled with an *f*. Mr. Trench's remarks on this subject are on a par with those which he quotes from Lord Bacon, and may go down to posterity coupled with Lord Bacon's sneers at the science of electricity, or his contemptuous remarks on the teleological doctrines which in the hands of Cuvier and Agassiz have led to such invaluable results.

Turning from this brilliant piece of special pleading against phonetics, and looking soberly at the whole subject, I cannot but be astonished that the teachers of our common schools do not more eagerly seize the advantages which are offered by the use of a phonetic type as a means of education. The amount of labor saved in learning to spell, said by Mr. Trench to be absurdly exaggerated, I say cannot be exaggerated. It is the whole difficulty of learning. It is the one great cause of ignorance. Few adults would remain ignorant of reading if phonetic books were in every house.

But the advantages of a phonetic type are not confined to learning to spell. Such a type makes teaching to read a pleasant task, learning to read an attractive, fascinating thing to the child, and the moral effect of this is worth a great deal. It also serves as an admirable drill for older classes, in pronunciation.

It is of great advantage in teaching foreigners our language, an advantage which in this land of immigration is not to be overlooked.

The advantages of the phonetic short hand are still greater, as an educational agent, and the objections brought against the general use of a phonetic print do not lie against the use of phonetic writing.

In the public schools, therefore, which I have the honor of overseeing, we have introduced the phonetic print, and phonetic short hand, and after a trial of two years, cordially recommend the other schools of the State to do likewise.

H.

IN our last we made an extract from *The Schoolmate*, giving some account of the Boston public schools, their names, and studies. But, as it omitted the list of books required to be used in the girls' schools, we extract the following from the City School Superintendent's last report, Article 11th:

"The books and exercises for the several classes of the Girls' schools, shall be as follows:—

"*Class 4.* No. 1. Swan's Spelling Book. 2. Tower's Gradual Reader. 3. Writing in Books, on Root's, Northend's, Badlam's, or Winchester's system. 4. Greenleaf's Mental Arithmetic, the edition heretofore used.

"*Class 3.* No. 1. Swan's Spelling Book. 2. Russell's Sequel to the Primary Reader. 3. Writing, as in fourth class. 4. North American Arithmetic, Part Second. 5. Parley's First Book of History, combined with Geography, to be used chiefly as a reading book, and as a medium of oral instruction in Geography.

"*Class 2.* No. 1. Spelling from reading lesson. 2. Tower and Walker's Reader. 3. Writing in Boston school writing books, with written or engraved copies. 4. North American Arithmetic, Part Second. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing upon the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition. 8. Exercises in Drawing. 9. Worcester's Dictionary.

"*Class 1.* No. 1. Spelling from reading lesson. 2. Reading in American First Class Book. 3. Writing. 4. North American Arithmetic, Part Third, or Robinson's American Arithmetic. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition. 8. Exercises in Drawing. 9. Worcester's Dictionary. 10. Robinson's Bookkeeping. 11. Worcester's History. 12. Hall's Manual of Morals—a Mon-

day-morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium of Natural and Experimental Philosophy, or Olmsted's Rudiments of Natural Philosophy as a text-book, with the Philosophical Apparatus provided for the schools, shall be given by the master to such portion of the first class as can attend thereto, without neglect of the foregoing course of studies; and on the same condition the following exercises and studies are permitted in the Girls' schools, under the direction of the masters and Sub-Committees, to be taken up in the order arranged, as follows, and in no other.

- "1. Jarvis's Practical Physiology.
- "2. Smellie's Philosophy of Natural History.
- "3. Sherwin's School Algebra.
- "4. Tillinghast's Plane Geometry."

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE 25th annual meeting of this Association was held at Georgetown, on Friday and Saturday, 20th and 21st insts. The Association was called to order at 11 o'clock, A. M., on Friday, by J. B. Fairfield, Vice President, and opened by prayer by Rev. Isaac Braman, of Georgetown. Owing to a detention on the Danvers and Georgetown Railroad, the lecturer and the greater part of the teachers did not reach the place of meeting till nearly 12 o'clock, and no business of importance was transacted till afternoon. A large number of teachers were present. The lecturers were M. P. Case, Esq., of Salem, Ariel Parish, Esq., of Springfield, Charles Northend, Esq., of Salem, and Elbridge Smith, Esq., of Cambridge. An extended range of topics was presented, many of which were freely discussed by the teachers and other friends of education; among whom, were Messrs. Greenleaf, of Bradford; Case, Edwards, Carlton, and Northend, of Salem; Parish, of Springfield; Newton, of Newburyport; Jacob Batchelder, of Lynn; Pike and Walton, of Lawrence; Baker, of Gloucester; and Dr. Spofford, of Georgetown.

The following is a list of the officers elected for the ensuing year:

M. P. Case, of Salem, President; J. S. Eaton, of Andover, Vice President; A. G. Boyden, of Salem, Corresponding Secretary; J. W. Upton, of Lynn, Recording Secretary; E. Valentine, of Marblehead, Treasurer; R. Putnam, of Beverly, Rev. J. P. Cowles, of Ipswich, R. Edwards, of Salem, N. A. Moulton, of Salem, Jacob Batchelder, of Lynn, M. O. Hall, of Newburyport, Counsellors.

G. A. WALTON, *Rec. Sec.*

Lawrence, Oct. 24, 1854.

MR. HEDGE'S REMARKS ON ARITHMETIC,**BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION.**

At 11 1-2 o'clock, the President announced a Discussion on Arithmetic. Mr. Nathan Hedges, of Newark, N. J., by previous appointment, opened the Discussion, and spoke as follows :

Mr. President and Fellow Teachers:—In rising to assume my part in opening this discussion, it is but justice to myself to say, that although not entirely unused to public speaking, yet on this occasion, and on a subject seemingly so plain, I have felt an embarrassment unusual and uncomfortable.

In forecasting, as it was certainly proper that I should, what line of remarks would be likely to convey the most useful hints and suggestions, I at first thought to speak of Arithmetic as a science to which some have devoted many years of labor, but it occurred to me that I should be surrounded by many whose names are well and widely known in connection with that branch of education, and I would not seem to offer an intimation or hint to such.

I then thought that I would speak of Arithmetic as an art; but, among all this people, how few are there that are conscious, in the least degree, of any lack of ability in the art of computation. Again, I thought that I would speak of Arithmetic as a useful branch filling a large place in our schemes of education, especially in common school education; but this is one of those questions to which there is only one side, and I found it would be almost impossible even to promote a discussion on such a view of the subject.

This reduced me to the condition that our boys often find themselves (and we do not pity them enough) when they have written three or four compositions upon one subject, and another is required of them, upon the same theme. They give up in despair; because the subject is exhausted.

Let us, however, look at the matter again. "Every tree is known by its fruits:" and the work of the teachers of the last generation has been tested, and not very much to its advantage,—by the fruit it has produced. I appeal to the oldest and most experienced teachers here,—is it not true, that, considering the activity and energy of the people among whom we live, and of the business habits of our country,—Is it not true, I say, that the last generation of teachers has failed to give to their pupils that readiness, that promptness, in business calculations, and in the use of numbers, which the exigencies of business require? Farther than this, I appeal to every man conversant with business,—Is it not true, that our most accurate business men have

exultingly testified that their ability was self-acquired. This, if true, is very much to the discredit of the past methods of teaching. Still farther; I appeal to you, gentlemen, as educators, have we not thought too little of Arithmetic as a means for mental discipline, adapted to strengthen the reasoning faculties, inducing consciousness of strength and self-reliance. On the other hand, I appeal to those long in the business, that our pupils go through the book, as they say, and yet, when called upon to go through the most ordinary business transactions and calculations, they cannot tell what rule they are done by. I have seen this for a long course of time, and it has been true of a great proportion of the teaching we have had in the schools.

Now, Gentlemen and Ladies, if these things are true, if there exist these defects in our methods of teaching, if the fruit that our teaching has borne, is not of the kind in every respect that it should be, it is but wise and proper that we should look back, reconsider, and endeavor to discover whether there are any improvements which may be suggested. Here I beg leave to say, that as the one appointed to open this discussion, we have no *real* discussion, no favorite hobbies to ride; I deem my part to be the simple duty of breaking the ice; of preparing the way for others to come forward and contribute what they may have to offer in this discussion.

In order that I may give my remarks a more practical turn, I will, with your permission, look back a little on the history of teaching, and give some of its characteristics for a course of years past. I remember my first teacher. He was a type of many who lived a half century since. I remember that our arithmeticians were placed upon a bench, with a slate and pencil in hand, and our master gave us a large sum in addition, or set down a large sum in multiplication; and with the instruction to carry one for every ten, we were required to do the sum correctly, and the penalty for not doing it, was a not very moderate allowance of hickory. This is a fair sample of the teaching fifty years ago, or earlier. Such teaching I call *rudimental*.* There were no classes, no instruction, no explanation, no black-board, and for us youngsters, there was no Arithmetic.

The next step in advance is shown by the course of instruction pursued by one who taught in an Academy, and will answer as a type of one of the better class of teachers during the period between 1800 and 1810. His plan, I remember, was to give us, not Greenleaf's Arithmetic, nor any of the others, of which there are now so many good ones, but Dilworth's Arithmetic in one hand, and a quire of paper, called a Ciphering-book, in the

* The noun *rudis* means a rod or stick, in Latin; the adjective *rudis* means rough or *uncultivated*.

other. With a slate and pencil, we were first to do the sum, and then record it in the Ciphering-book, with such ornaments and embellishments as we might be able to give it. This was continued through the book; and what we could not do in one year, we might do in another. As yet there were no classes, no blackboards, no adaptation of our Arithmetic to ordinary business transactions—nothing at all to connect the arithmetician's mind with business. It was to a great extent an occult science. Yet the teacher to whom I have alluded was one of the kindest and best of men. He did as well as he knew how, and we learned a little.

The third step forward was at that time when Dilworth's Arithmetic was superseded in our schools, by those of Daboll, Adams, Pike, and others. These were much better adapted to our business transactions than Dilworth's had been, although they tormented us with Massachusetts and New York currency, and a multitude of other things. We now felt that we could touch ground; we were certain that Arithmetic had a little to do with the actual business of life. It was a great advance; and as children, we began to feel our strength, and rejoice. Not long after this light began to dawn upon us, the introduction of blackboards into our school-rooms followed. Our arithmeticians were arranged in classes. This improvement took place in 1820. Then there began to be some intercommunication between the teacher and pupil; they began to live the same life, and to have the same thoughts; the teacher infused his mind into the mind of the pupil. A new era had commenced, and the pupil began to love his teacher, to love his business, and to feel that he knew something, and could do something.

The present methods of instruction are well known to you, and in most of our schools, are but a modification of these that I have mentioned.

If I were to describe the method most usual in our schools, it would be in a few words, like this. The arithmeticians in each school are arranged into classes, according to the size of the school. Each class has a definite amount of work, which was given out the day previous, and which is to be brought in, written out on the slate to-day. We will say ten sums. Each boy in a class of fifteen or twenty, brings in his ten sums, and is to be able to explain them. He is asked by the teacher if he has done the sums. If the teacher doubts that he has done them himself, he requests him to go to the blackboard, and perform one or more sums dependent upon the same principle in his lesson, and thus tests his knowledge of the principle contained in the rule of the lesson. By this method, which brings each boy before the teacher, it can be shown whether he understands what

he has done, and this enables the teacher to give instruction not simply to one, but to many. Much as I respect those who have devised and have practised this mode of teaching,—and I will venture to say that a majority of those who are present pursue this method,—I will venture to ask if you have found any six, twelve, or twenty boys well classed to-day, and if so, will they be well classed four weeks from to-day? If they are not well classed four weeks from to-day, is not the interval between the 3d and 4th, or 4th and 5th classes too great? Is not the interval too great to allow the best boys in the 4th class to go up into the 3d? Is it not a fact, that some are too slow, and the advance of some too rapid and too impulsive? Do you not have to help along the languid, and hold back the impulsive? Are they able to measure their strength together, as they ought to? Are they disciplined to active, quick, instantaneous thought? I will not enlarge on this subject. Every teacher has seen and felt the difficulties of the plan.

I have a few words more to say, and if they relate somewhat to myself, be pleased not to suppose that I love to speak of myself, but that I desire to contribute a few ideas, the result of experience, which are not to be found in the books.

It is now more than thirty years since, being dissatisfied with the method of teaching Arithmetic then practised, I resolved to ascertain whether others had any better method. For this reason I visited the schools in the neighboring cities, travelled considerable, and learned much that was good on this subject, yet I did not find what I wanted. I returned home, and began to think about the matter. What do I want? I should say here, that, before determining upon any plan of teaching, two simple principles are wanted. First, to give the pupils a use of the principles of Arithmetic, so that promptly, extemporaneously, at all times, and on all occasions, he can use them without stopping to think back to his book. The educator himself must use the Arithmetic as a means of expanding the subject. I inquired, Do my plans answer my wishes? for I desired to make my pupils such as business men would like to secure. Will giving a boy ten sums, and sending him home with a load of books, requiring him to do the sums, or get his mother to help him, perhaps, make him fit to enter the counting-house? Yet this is the way that is generally pursued, and we have an abundance of witnesses to these facts. What shall we do? I will try to make plain to you the course that I pursue. I shall not be able to give you a full idea of the system,—with me the system is the grand thing.

In the first place, let us call out a dozen little boys, just beginning the multiplication table. By the old method they would take the sums home and get some one to help them. I

thought I had better bring them before me, and give them the simplest sum imaginable. Place 428 on the blackboard, and let 2 be the multiplier. See how many can do it. Most of them do it correctly. Some cannot, and they need explanation. Then give them another sum multiplied by 3, 4, and 5, and when they have done, as you think, enough, let them go to their seats. But, suppose a boy in multiplication wants to be promoted to the next rule; what is to be done? Call him out on the floor with the classes promoted in multiplication. Then give him larger and more difficult sums, and if he stands the drilling, very well—he is ready to be promoted; if he cannot stand it, he ought to have more instruction. This method judges each one by his own ability; it brings each one to stand on his own feet; he is never carried forward, or kept back, by a class. This method of teaching a class on the floor may be easily engrafted on other systems. Its advantages are many. The first is, in giving your pupils a thorough drilling. The second is, in determining whether a boy may be promoted. All that is necessary, is to bring forward those boys that are next in advance of him. Give your pupil sums not to be found in the book. You will have plenty of exercises in manuscript. Suppose you put down a number of sums in Interest. The simplest sums may be marked A; the more difficult, B. You can immediately select from these,—if you keep in convenient portfolios,—such as you desire for examples on a given occasion. Now you will find some that are suitable for one who deserves to be promoted out of Interest. “I understand Interest, sir,” says one, “and wish to be promoted into the next rule.” Give him a dozen sums, or even six, where they are difficult, requiring him to do them with those that have been formerly on the floor; with no books, no answers, and no assistance of any kind. This will enable you to determine at once how each pupil stands in that recitation. One may have done them all right; others, nine, some seven, and some two. To make this plan more thorough, I require each one to keep his own record of how many he has done right, and how many he has done wrong. Here they will attempt to deceive, you will say. I think not. I have found it a matter of great consequence to accustom each boy to keep his own record of the number of sums done correctly and incorrectly. When the sum is done, he walks up to me with his slate; I glance at it a moment, and if it is incorrect he walks to the foot. In this way the class is divided. I see who understand, and who need help. By this mode, suppose I give ten difficult sums to the boy that wishes to be promoted, and he does eight of them; he is ready to be promoted to a different rule, for his review will enable him to keep up, as he is constantly called out with *others* that wish to be promoted.

The next feature is this ; to divide up the subjects of Arithmetic. I usually make forty-five divisions. Instead of having classes in school, and dividing them into three, four, five, or six grades, I divide the subjects of Arithmetic into forty-five grades, classes, and sections. I have a book in which are all my little fellows just beginning addition. These are marked 3d class ; 4th, multiplication ; 5th, short division ; 6th, long division ; &c. This illustrates sufficiently that part of the plan. In arranging my record, (I beg leave to say that I have always taught boys,) I have every name on an appropriate page. Now suppose three or four boys on the 18th page come to me and desire to be promoted into the 19th, what is the 18th ? The reduction of vulgar fractions to decimals. I immediately turn to the exercises in my portfolio, (I do not turn to the Arithmetic,) containing the kind of sums I wish, and such as contain difficulties that will test the boy's knowledge of that principle. A class of a dozen boys is called out, and they are drilled together in that way. The result is, some of the boys that desire to be promoted, show themselves to be familiar with the principles, and can do the sums promptly, and some cannot. I cross the names of those who are ready for promotion from page 18, and place them on page 19. That boy, then, is promoted because he himself is ready to be promoted ; and his promotion interferes with no other boy in school. This, then, is a self-regulating system. It turns out, probably, that some boys that have been promoted become a little rusty. We will take these boys and give them some easier sums in the same rule.

These exercises on the floor, make them ready, and prompt, and self-relying. They learn to think for themselves. There is no stopping to think what is in the book at all, and they can use what they learn, in whatever circumstances they are placed.

This is the method for drilling, as we call it. Any of you may follow out this plan ; every boy can determine whether he is at the head or foot, and all is straightforward and plain ; there is no such thing as a short cut to arrive at the answer to a sum.

I have taken up more time than I ought ; I have spoken more of myself than I wished ; I have done it for the sake of travelling outside of the beaten track. I do not wish to proceed as the books do, in every respect. I have spoken, also, to give a few hints to those who are devoting their strength to the great work of teaching. I feel a great desire that every teacher should in this branch, as in others, make instruction effectual. If any one desires to know how this plan works, I will only say that I have pursued it without alteration or modification for twenty-five years, and it stands the only great test ; and I believe that some who are here have been in my school. It bears good fruit. I doubt not that in many small schools in the

country, there are many young teachers who are troubled and worried because the pupils make no real advance, who might find themselves able to introduce something like this plan to great advantage.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its third semi-annual meeting in the Town Hall in Medford, commencing Friday, the 20th ult.

MORNING SESSION.

The members convened at 9 o'clock for a social interview. An hour having thus pleasantly passed, the meeting was called to order by the President, C. C. Chase, Esq., of Lowell. Prayer by Rev. Mr. Marvin, of Medford, after which the Association was favored with congratulatory remarks from the chair, and a hearty welcome from Tho. S. Harlow, Esq., and Rev. J. Pierpont, in behalf of the School Committee and citizens of the place.

The report of the last meeting having been read and adopted, the Association gave its attention to a very interesting and practical lecture from J. Kimball, Esq., of Lowell, upon "The Teacher's Prerogatives."

After having defined the sense of the term, as taken, and spoken of the interest placed in the teacher's hands, the lecturer proceeded to show that these *prerogatives* were derived from a twofold source. 1st. From the connection of teacher with pupil; and 2d. From the connection of the teacher with society at large.

From the first arises his right to require obedience, and use his *own individuality* in imparting instruction.

From the second, his right to a liberal maintenance, and to give influential advice in regard to schools, school-books, school-houses, and school measures.

The lecture closed with a few remarks upon the *Teacher's duties*, arising from the claimed prerogatives, first, to his pupils, and second, to the community at large.

Adjourned.

AFTERNOON SESSION.

2 o'clock.—The lecture of the morning was discussed with much animation by Messrs. E. Smith, of Cambridge, L. P. Frost, of Waltham, Thurston, of Concord, Hathaway, of Medford, and Rev. Mr. Angier, of Concord.

After a recess of five minutes, the fourth resolution upon the circular was taken up for discussion, viz.: "*Resolved*, That it is

improper to allow scholars to aid each other in the preparation of their lessons."—A spirited debate ensued, sustained by Messrs. Fiske, of Lowell, Sawyer, of Medford, Jameson, of Woburn, G. W. Frost, of Waltham, Perry, of Medford, Crosby, of Malden, Thurston, of Concord, and E. Smith, of Cambridge.

Adjourned.

EVENING SESSION.

7 o'clock.—The Fourth Resolution was further discussed, by Messrs. Gale, of Malden, Thurston, Stone, of Woburn, Russell, of Lowell, Hunt, of Newton, and L. P. Frost, of Waltham, when it was laid upon the table, and the Association favored with an able address from Rev. Charles Hammond, Principal Lawrence Academy, Groton.

Adjourned.

SATURDAY AFTERNOON.

8 1-2 o'clock.—The Third Resolution upon the circular, viz.—“That it is the duty of towns to secure the service of Music Teachers for the benefit of the public schools,” was debated by Messrs. Russell, Sawyer, Thurston, J. H. Noyes, of Medford, and L. P. Frost.

The Resolution was then laid upon the table, on motion of C. Cummings, to allow Rev. C. Brooks, of Medford, to address the Association on Physical Education. His remarks were timely and suggestive, calculated to impress the educator with the *responsibility* of his position, and to exhibit clearly the necessity of developing the *body* as well as the *mind*. From the want of proper *physical* training, our people had become characterized for angular features, thin, pale and cadaverous looks, for large heads and spare bodies, for nervous systems, and impaired health. His views were commented upon by several of the teachers.

The Rev. J. Pierpont, of Medford, was then introduced to the audience. His subject, Utilitarianism, was discussed in an able and interesting manner. It would be useless to attempt a report; to be appreciated it should be heard.

The Association offered three prizes of \$5.00 each to the lady members of the Association, for essays upon subjects chosen by themselves. The essays to be sent to one of the following gentlemen: L. P. Frost, Waltham, C. C. Chase, Lowell, Charles Hammond, Groton, by the 15th of March, 1855. After having passed the usual vote of thanks to the Railroads, to the Lecturers, and the people of Medford, the Association adjourned.

J. W. HUNT, *Secretary*.

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MOTIVES TO BE URGED IN THE BUSINESS OF EDUCATION.

A PRIZE ESSAY.

BY MISS ALMIRA SEYMOUR, OF BOSTON.

(See page 32.)

MOTIVE gives character to every action performed by reasoning beings. The same thing done or said—the same to all outward appearance is good or bad, beautiful or unlovely, according to the motive which gave it birth. Does this require illustration to enforce its truth?

I am busy at my writing-desk. Near me is my little sister or niece, looking over a book of pictures I have placed in her hand. Her little bare arms are often crossing the paper on which I am writing, to show the objects that interest and excite curiosity, and obtain some satisfying answer. Suddenly that fair arm receives from my hand a blow so startling that the book falls, the flesh reddens, and tears start into the innocent eyes. Perhaps I gave that blow because I was impatient at the interruption of my pursuits.—How unkind and cruel the act! Perhaps I gave it because a noisome insect had settled upon the sweet flesh, and would feed himself at the expense of the little girl's future comfort.—How kind and friendly the act!

Both these actions are the result of impulse, but the impulse springs from a motive; in the one case, the selfish desire of personal convenience; in the other, the unselfish wish to spare another inconvenience. Multitudes of similar instances might be adduced, were they needed. I shall cite but one other, this belonging to the class of deliberate actions.

I have on my premises a magnificent tree, the growth of many years, in the possession of which I have much pleasure,

pride, and enjoyment. This tree stands so near the limit of my grounds that its spreading branches throw as much shade upon the soil of my next neighbor as my own. I determine the tree shall be felled: it is done. Why this sacrifice of kingly beauty and grateful shade? asks the looker-on. Perhaps it overshadowed my neighbor's fruit-trees or grain so entirely as to prevent their growth. — How generous and beautiful the act! Perhaps I owe him a grudge, and cannot endure that he should have an equal advantage with myself in my possessions, although I am in no sense the loser. — How mean and unworthy the act!

Now to Mr. A. or Mrs. B., the other side of the way, or the other side of the hill, it makes no difference which of these motives controlled me; but to myself it is of infinite moment, whether I am cherishing and strengthening a vindictive, narrow, unchristian spirit, or whether I am fostering justice and magnanimity within me.

This being the case — it being, as we clearly see, true that the *motive* of action and utterance makes the character of it, and that the motives we habitually cherish make *our characters*, whatever *reputation* we may possess, — this being the case, it becomes a question of vital importance to the well-being of the young, what motives we are making the habitual springs of all they do and say. What motives, then, shall “be urged in the business of education?”

Were there no circumstances to be taken into account, were everything at hand precisely as we would have it, the answer could be given at once and heartily responded to by every educator; no motive to obedience but the love of right, no motive to study but the love of progress. But since there are innumerable circumstances to be considered, circumstances which it were madness to attempt ignoring, the answer admits of discussion, and divides itself into three classes. First, those motives which should not only not be “*urged*” but not permitted to exist. Second, those which may be allowed an existence, and activity to a limited extent, but should never be “*urged*.” Third, those which should constantly be enforced as the healthy and legitimate sources of human action and endeavor.

First. Any intelligent thinking individual who has been brought somewhat intimately into relation with miscellaneous children, cannot have failed to observe that truth and purity and great-heartedness are not in all cases the natural upspringings of their action and utterance, and that the opposite of these are often rankly fostered by home and street influences. From these will proceed, oftentimes, an outward seeming of good, that needs to be carefully scrutinized and the motive eradicated at once and forever.

For instance I had once in my class in a certain school a girl whose cousin was a member of a slightly advanced division of the same class. Between the mothers of these girls, whose husbands were brothers, a jealous rivalry existed with regard to their children; each determined her own should excel the other. This influence actuated the two pupils in all they did. Each studied hard, but it was always with one eye turned toward her cousin to see if she studied harder. Their conduct was circumspect to the observer, but it was so in order that they might not lose rank, the one thereby falling behind the other. What wellsprings of action were here deepening and acquiring power for their future lives! What a preparation of the heart was this, for the relations of social and domestic life! I often felt how much better for these girls it would have been to be entirely ignorant of all that is acquired from books, so that their natures could be kindly and simple; and I was rejoiced when circumstances gave them places in schools remote from each other.

Here was a motive that should never for a moment be permitted to exist, — the motive not of generous emulation but of *jealous rivalry*.

I have in the course of my experience, at different times, had under my care pupils who were accustomed to being *managed* entirely by appeals to their *vanity*. Had I pursued the same course, it would have been smooth and easy for me, in place of the often discouraging, always up-hill labor of seeking, led by a sense of duty, to repress this incentive. In every instance except one, the individuals came ultimately to see, gratefully, affairs from my point of view. This one subject, while she has frequently since we separated given evidence of her respect and deference for my opinions, still holds me personally in disfavor. But that is a trifle, if by my discipline she has gained, as I think she has, despite a weak and erroneous home influence, a clearer insight into character and duty.

Vanity is a motive to be entirely deprecated.

Plausibility is the last of this class my limits will permit me to mention. "Do what you please with your ears but give me your eyes," I once heard the master of a school (not one in which I was teaching) say to his assembled pupils; assembled for a general exercise in which all had equal concern. The necessary translation of this injunction to my mind was, let there be an *outward show* of right, whatever the reality may be.

Follow this influence out into mature life, individual and social, my earnest, clear-thinking co-workers, and see to what it tends. See the hollowness of heart, that bears not the pressure a band-box would sustain; the emptiness of purpose,

that leaves the mind at the mercy of every blast of passion and caprice; the absence of sterling integrity, that generates legitimately distrust, and leads ultimately to bankruptcy in wealth more essential than mere earthly treasures. Ah! whatever other inward habits you may confirm in the life of the child, in mercy destroy the first germs of *plausibility*.

Second. The second class of motives, consisting of those which may be tolerated but not enforced, is much the largest of the three classes. My aim will be to cite only a sufficient number to present clearly my view, and suggest further development of the thought to the minds of others.

For every card of approbation some pupil brings home at the close of the week from his teacher, he is promised a certain amount of money by his parent or guardian, — also for a stipulated number of well-learned lessons. Thus, *pecuniary advantage* is early made the motive for intellectual and moral effort; and yet we wonder, while we moralize mournfully over the degeneracy of an age in which money is the only potent influence — the great desideratum.

Now the desire for money, to a certain extent, is right and proper, and may exist in connection with the most lovely and noble traits of character; but is always, in a healthy state, subordinate to them. It comes, in this relation, as one of those things which the promise says “shall be added,” when the higher has been primarily sought. If, therefore, parents or teachers choose to let outward acquisition follow inward attainment, as one of its results, there can no harm come of it — it is in accordance with the law of life. But if the child be taught to regard it as the final end, the best good thing, nothing can be more narrowing, yes, I may say debasing, to his habits of mind and character.

Emolument, then, is one of the incentives to be tolerated.

Again. These very cards that the injudicious parent is buying up with such a fatal premium, come under this class of motives.

The *love of approbation* is well in its subordinate place; is amiable and sympathetic in its character, much more so than the desire for emolument; but it should never be urged as the final good. Let it follow as a matter of course, — one of the things “added thereunto,” and then it becomes a happy help in the full development of mind and heart.

Desire for honors is another of the permitted influences. Under this head come preferences of place, considered as rank, medals, diplomas, &c.

When the teacher has the right view and practice in these matters, the only harm that comes of them is the difficulty of making a perfectly just distribution of a very limited number.

I shall, I hope, be acquitted of egotism, if I cite my own experience as proof that these, also, may be regarded not as ends and aims, but a part of the inevitable result of well-doing.

A certain portion of my pupils annually receive diplomas at the hands of the sub-committee. The subject is never mentioned to them until the master desires their names for the engraver. I then announce to the class that the period of this ceremonial draws near; state the number to be distributed; and desire them to determine in their own minds, *all things considered*—attendance, punctuality, recitations and deportment—the most worthy of the honor. When time for thought has been allowed, they are permitted to name first one, then another, another, &c., until the number is complete. Previous to this my own opinion is formed, and I do not remember an instance in which the views of the class have differed from my own. Conversations have often grown out of these events, showing me, with pleasure not unmingled with astonishment, how admirably children may be trained to discriminate between the genuine and the specious in character and attainment.

The last of this class of motives to be considered is the *fear of punishment*. This I consider, philosophically, a more legitimate incentive than the expectation of reward; since the best we can do is but our duty; anything short of that inevitably brings pain—loss of privileges or positive suffering.

Obedience to law and order; submission of the will to rightful authority; a certainty that, agreeable or disagreeable, pleasant or irksome, duty must be done; these are the most important and vital life-lessons of humanity, and to enforce them upon some natures, the pain and fear of punishment are needful agents. But too much pains cannot be taken in discriminating with regard to the subjects of this influence, and it should never be forgotten that there is to be in its exercise nothing revengeful or vindictive. As a matter of course, in the sequence of the action of Providence, it comes to the offender or delinquent as his peculiarities demand it. The child must obey; the child must perform his prescribed tasks if reasonable; that he ought to do this he knows as well as you, and respects, and is happy and grateful under, the firm, steady authority that compels him to it whether he will or not.

Third. I come now to that serene height in the ascent of my theme, where my mind delights to dwell, because it is a region of freedom and security; broad as the capabilities of the race, and high as its best aspirations. Here we are no longer toiling at the root of the baneful, nor watching, with pruning-knife in hand, the spreading tendrils of the questionable. But with all the force of our own elevated, enlightened, and enthusiastic zeal to make better, these motives are "*urged.*" Shall

I enumerate some of them? Will my fellow teachers recognize them as school-room acquaintance? All must have had a few examples—some, perhaps, very few—but all will agree with me that they are the point in progress toward which all effort should tend, and that before the darkest and most indurated natures, these shining possibilities should be kept constantly as ideals.

1st. Study from a sense of duty, whether it is preferred or not; because no time or opportunity should be wasted.

2d. Study from a desire to develop fully all the powers which have been given us.

3d. Study from a wish to make ourselves agreeable and useful to others.

4th. Study from a love of it.

1st. Obedience from a conviction that subordination is a duty.

2d. Obedience from a love of the individual in authority.

3d. Obedience from a desire to secure the best condition of the little community of which the individual forms a part.

4th. Obedience from an abstract love of rectitude, and a wish to experience whatever discipline will make better the heart and life.

Fellow teachers of both sexes! Ye who like me have so much to do with regulating the central springs of the great social machinery, so much to do in attuning the chords of individual character, while compelled so often to see the baneful flourish, and tolerate the questionable, are you urging these high and worthy incentives to action? Is moral and intellectual life, under your influence, a steady, up-reaching, wide-spreading growth, that will stand unharmed hereafter amid warring elements and frost and blight? Are the outward and inward habits your nurture is fostering, such as you would like to see at your own firesides,—in your own bosom companions? Such as in your most holy moments you recognize as the accepted of Him who looketh on the heart?

It is pleasant to know that we are gaining present favor by present results; that the *eclat* of our success is giving us reputation in our profession. But Oh! far pleasanter, far more refined, intense, and enduring in its satisfactions, is the conviction that we are doing something for the renewal of individual lives; for the improvement of the family and society; for the elevation and perpetuity of enlightened Christian institutions; for peopling that Heaven which we hope for all.

Scrutinize carefully individual character as you have rightful opportunity; look into the families of your acquaintance; scan social life; take a searching, comprehensive view of community at large; examine trades, professions, church and state, in all their various branches; seek the great universal

Need, and having found it, tell me if it be not *purer and nobler* MOTIVE. Then take your way to your school-rooms, where, according to our light, we each and all labor faithfully, where, to a certain extent, and for a certain time, each is supreme, look around upon those materials for future relations and organizations like those referred to, and, in view of the one great Need, ask not merely what the Superintendent or Sub-Committee expects of you, but what does this Need call for? What does conscience enjoin? What does the Judge of all require? And the answer will come from the great world's want in a wild, wailing supplication,—from conscience in an unresting monition,—from the Omniscient Judge in dispensations of warning and exhortation,—See to it that the habits of mind and heart you are fostering and strengthening, the *Motives you are urging*, are such as will be accepted at the bar of these tribunals.

EASY METHODS OF INSTRUCTION.

A PRIZE ESSAY.

BY MISS BETSEY L. ADAMS, OF ROCKVILLE.

(See page 32.)

PERHAPS I may be allowed to avail myself of the opportunity given by the Association, to present some methods of teaching the branches usually pursued in our common schools. These plans may not be new, but it is believed they will be found practical, as they are such as have commended themselves to the writer during a somewhat extended course of teaching, and with pupils whose ages have varied from three to twenty-one. No method will be proposed that does not aim at thoroughness; and as "there is no royal road to learning," every useful method, like every thing else that is valuable, will require a certain amount of labor. But it is believed, that to teach a thing thoroughly at first, will, in the end, prove the easiest way.

To commence with Reading. Some have endeavored to shorten the process of teaching children to read, by beginning with words instead of letters. This is thought to be *almost* as absurd as to attempt to teach Arithmetic by presenting combinations of numbers at first, instead of single figures. Not that every letter must be learned before words are formed. The little one, unless remarkably tractable, wearies of the A B C before the twenty-six are learned. Therefore as soon as two letters have become familiar, they may be formed into a word, and this process continued till the whole alphabet is mastered.

Others would teach the elementary sounds of the letters, before, or in connection with, the names. All these sounds must become familiar, if we would make good readers, and there is scarcely any danger that they will be practised too frequently. But the child must be taught one thing at a time. If he attempts to learn the name and the sound at once, he will be in danger of confounding them; and it is believed nothing is lost by leaving the elementary sounds of the letters, till his powers of discrimination have become more fully developed. This method might be more fully discussed, but it would be tedious, and perhaps unprofitable.

In this connection I would insist that words should not be pronounced for scholars. Exceptions there may be, but this should be the rule. The scholar should be led on by gradual steps, and required to spell out every word he cannot readily pronounce. This will teach him to depend upon himself, and will apply to other branches. Even a scholar who is somewhat advanced, should be taught to consider it no disgrace, to pause, as he meets an unfamiliar word, and apply all his knowledge of the laws of pronunciation to the stranger. This is the way to become *ready* readers.

In regard to expression, much must be left unsaid. The natural utterance of joy, grief, &c. in the child is believed to be a safe example. Unnatural tones cannot be correct, natural ones must be so. The necessity of cultivating the imagination in connection with reading, is now supposed to be so generally understood and realized by all good teachers, that it is not necessary to dwell upon it.

Spelling should be practised in connection with reading. Do you ask whether it should be performed orally or by writing?—I answer, In both ways, though we think oral spelling should take the precedence with children. We know it is said "We have no use for it in after life, therefore it should not be practised." It should be used as a means, not as an end. My principal reason for preferring that oral spelling should preponderate in childhood, is, that it is much the most rapid way. Many more words can be learned in the same time, than by stopping to print them all. But writing the words should by no means be omitted, and with advanced scholars, this method may be pursued to the exclusion of the other.

Many methods of correcting a written spelling lesson have been proposed. The following has been tried with success. A certain class of words is selected for a lesson, or series of lessons, for instance, the names of familiar objects, articles of dress, or furniture, names of persons, places, &c., the class occasionally dictating a lesson, being previously prepared, and each giving out a word. As the words are given out, each

one writes them upon the blackboard or a slate. They are then spelled aloud, each word being pronounced correct or incorrect by the one who gave it. Each member of the class is provided with a slip of paper and pencil, and whenever a word in his list is pronounced to be incorrect, he copies it upon his paper. At the close of a week, these papers are passed to the teacher, and the words upon them are given out as a lesson. If any word is still misspelled, it is copied again, and will enter into the review of the next week. In this way every word must be learned.

Little children should not be confined to the columns of the spelling-book,—though far be it from us to call them “non-sense columns.” A single word may be given them each day, aside from the regular lesson, to be spelled on the succeeding day, and if the words are wisely selected, a lively interest will be excited. These words the class may afterwards be allowed to give out from memory. One who has never tried this method, will be surprised to find how long a list of important words may thus be learned by a young class, they meanwhile regarding it only as relaxation, or pastime.

If you would teach Arithmetic with success, observe these directions. Give practical examples, rather than abstract numbers. Render no assistance till it is absolutely necessary. Explain no difficulty till it has been met, and unsuccessfully grappled with, by the learner. Meeting in a store with a little girl who had just commenced Arithmetic, she pointed to some pencils, saying she bought one of them yesterday. “How much do they cost?” she was asked. She hesitated a moment, then replied, “I gave him a ten cent piece, and he gave me a three cent piece and one cent. This answer taught the necessity of combining the processes in proposing questions to children, and of making them practical. If you speak to a little class of having so many red, and so many yellow apples, when they leave their home, of a kind neighbor adding a certain number to their store, of eating one, of losing two, and giving one apiece to James, Charles, and Henry; how their eyes will brighten as they follow you, and with what confidence will they inform you how many they would still have. Then these last may, in their imaginations, be cut into halves or quarters, or each apple exchanged for a certain number of pears or peaches.

It is an excellent plan to give a separate question to each member of a class before any are solved, requiring each to retain his question in the mind till the solution is called for. When all are supplied with questions, require each one to state his example and perform it. This method makes a recitation interesting, and tends to strengthen the memory and produce clearness of ideas.

Allow children sometimes to propose questions to each other, and though, like one impulsive child, they may ask, "If a flock of geese were flying over, and a gunner should shoot nine of them, how many would be left?" this will only lead them to notice the conditions of a question more carefully.

Never fail to cultivate mental activity, by proposing questions at the close of the recitation, and allowing the one who first gives a correct answer, to go first from the class,—as is now so generally practised. Be sure to associate large numbers with small ones. If trained aright, a scholar may give the product of six multiplied by thirty, as soon as six times three. Require correctness, as well as rapidity. Allow no guessing. A long list of numbers may be written by the teacher upon the board, added by him at the time of writing them, and the answer retained. Scholars may then go in turn to the board, passing along as they add the numbers. If the board be of considerable length, it will afford amusement to see the active ones passing by their slower neighbors, and coming out first with their answers. These are carried to the teacher, who, after all have added, reads the answers aloud, naming those who have the true answer. This method affords relaxation, and cultivates rapidity and correctness of calculation.

A little lad is ciphering in Subtraction. Yesterday he found a difficulty in the lower number being larger than the one above it. He was shown how he could take one of those tens, and change it to units, just as a ten-dollar bill can be changed for ones. To-day he comes again to the teacher with the question, "How can I subtract these numbers?" Just glancing at the slate, the teacher replies, "Borrow one from the column of tens." "O, but I cannot now," he replies, "there are none there." On examination, the upper number is found to be ten thousand. Now the process of changing the ten thousand to thousands, one of the thousands to hundreds, and so on, must be fully explained, and you may be sure that the eye will light up as the subject unfolds itself, and subtraction, in any form, is from that time perfectly clear to his mind. This difficulty might have been anticipated by the teacher, and explained beforehand, but think you it would have been as readily seized upon, and as long remembered?

It was formerly the opinion of Geographers, that the pupil should commence the study with his own location, and gradually enlarge the sphere of his observation. But we believe the prevailing opinion at present is, that a general survey of the whole earth should first be taken, and particulars learned afterwards. We leave this question. Let every one be fully persuaded in his own mind as to the true method. A Globe should be used in giving children their first lessons in Geography. As they

advance, Outline Maps are exceedingly important, almost indispensable. Take a class who have been studying the historical part of the Geography, and give them a Map lesson, allowing them to study it from Outline Maps, with pointers in their hands, and their recitation will evince the increased interest of the class, if it has not already shown itself in their manner of studying. The names of all the towns in the State may soon be learned, with the situation of most of them, by allowing one to point them out, while a class or the whole school recite them in concert. In the absence of Outline Maps, their want should be supplied by having maps drawn upon the blackboard, and making the same use of them as of the others.

Never allow a class to learn the direction of rivers, situation of important towns, &c., till they are familiar with the mountain ranges. Let them fix their attention upon these, and then determine what must, of necessity, be the course of the rivers; then an examination of the facts will be full of interest.

Do not confine a class in Geography for any length of time to the text-book, to the exclusion of the map. Much time is lost in this manner, and a distaste for the study contracted. A careful reading of the surface, climate, soil and productions, except with small children, will generally be sufficient, if care is taken by the teacher to require them to compare states and countries, classing together such as are alike. For instance. Why allow scholars to spend portions of several successive days, in learning the soil, productions, &c., of as many of the Southern States bordering upon the Atlantic Ocean, when at a single recitation, and in connection with a lesson upon the map, they may be made familiar with all that section of country? And it will not be difficult to determine which will be most easily remembered, associated or isolated facts. Again, suppose the subject of the lesson to be the islands off the east coast of Asia. If you would make the lesson both interesting and profitable, speak to them of the importance of the empire of Japan at the present time, of the scenery as a vessel approaches the harbor, of their habits of non-intercourse, of the personal appearance of the people, drawing vivid pictures to the imagination, of the painted faces, half-clad feet, enormous sleeves, girdles, fans, &c., and you will probably find, at the next recitation, that none of these facts have been forgotten; perchance they may have added much to their store from other sources.

In commencing the study of Grammar, an interest is best maintained by requiring copious written examples. These may, at first, consist only of the parts of speech; but they will soon be taking their first lessons in Composition, though probably without being aware that they are pursuing a study that is so

generally distasteful to the young. Do not enlighten them upon the subject at present. As they advance, repeat to them (it would lose half its interest if read, instead of repeated,) some interesting anecdote with a good moral, and require them to write it from recollection, and present it at the next recitation. As soon as they can parse a few words, give them a sentence or phrase upon the blackboard, to be parsed on the succeeding day. This method may be continued till they are able to parse from a text-book. If this course is pursued, we are confident that there will be no lack of interest among boys or girls, and no need of resorting to various methods, such as choosing sides, to excite emulation, as they will study from the love of it, which is far the better motive.

A word upon Writing, and I have done. Some would not have children learn to write before they are ten or twelve years of age. Much is lost by this delay, and it is doubted whether anything is gained. We have seen children who commenced writing before they were eight years of age, and who, before they were ten, could write a page of which a young lady of eighteen need not be ashamed. And has not such a child a decided advantage in learning spelling, composition, &c., over one who never handles a pen till twelve years of age? Sometimes a child becomes so much interested in writing, as to be reluctant to leave it at the given time. If possible, take advantage of such stimulus, taking care that the energies be not too much exhausted. It will be found that more improvement may be made in one hour at such times, than in many hours when the task is reluctantly performed.

If more has here been said of thoroughness and correctness, than of ease, in methods of instruction, it is because it is believed that no method will in the end prove easy, that does not combine these two essential requisites.

THE CULTURE OF IMAGINATION.

BY REV. JAMES PYCROFT, B. A., TRINITY COLLEGE, OXFORD.

IMAGINATION is to the mind what moral sense is to the heart. Without moral sense, mere reason and cold calculations of expediency might rudely join the members of society together, but would never nicely articulate or cement them. The present would owe no duty to the future, no allegiance to the past; man would forget that he held all worldly things on the noblest feudal tenure, for the homage and service of the Lord of all. Every generation, literally "*nati consumere fruges*," would greedily devour the crops, not generously improve the soil. So, without

imagination, reason might show abstract proprieties, but it never would temper the "*utile dulci*," the useful with the attractive :

"Non satis est pulcra esse poemata dulcia sunt."

It might show us the fair proportions, but not the loveliness of nature ; it might assert, for instance, the benefit of a home, but it would not furnish the thousand silken ties, that law of moral attraction that makes free men the willing serfs of their native soil. It would limit our thoughts to the present ; there would be nothing to make man blend in feeling and sympathy with those who had gone before him, nothing to ensure his harmony with those who should come after. All the monuments of by-gone days, whether raised by the devotion and gratitude of man, or wildly strowed by nature, as landmarks of the plain or bulwarks of the ocean, would speak to cold and senseless hearts ; they would cease to aid the unison of a nation's sentiments, by touching the same chords in the breasts of all ; and, to have walked in the same deep solitudes, to have shuddered at the same chasms, to have felt the spray and been deafened by the roar of the same cataracts, — all these incidents would cease to add the slightest charm to the sympathy of man for man.

Such being the reality, and such the sphere of the imaginative powers, how are we to cultivate them ?

All exercise of the imagination is not calculated either to please or to improve us. The pleasure of Taste, or of the perception of the Beautiful or the Sublime, I consider has been abundantly proved to result from the imagination when employed only about objects capable of suggesting emotions or affections, as pity, terror, awe, cheerfulness. And since imagination only combines old forms and scenes in new arrangements, the first part of its culture will consist in storing the mind with matter for such combinations ; we may also call attention to peculiar objects calculated to produce the emotions of Taste, pointing out peculiar parts most suited to call up pleasing associations. This is precisely the part that the Poet performs ; he points out beauties in nature that we never saw before ; though we before felt a general effect from peculiar scenes, we never, without the Poet's aid perhaps, discerned the peculiar points from which it proceeded. By drawing more attention to these peculiarities, he increases the impression, and invests the scenes with new interest, from the associations with which he connects them. The Poet acts like a guide, to point out objects of pleasing interest ; and many a dull traveller has learned more from his guide-book than from his own observation. Just such a guide will a master of Taste be to his pupil in literature ; he may draw attention to cadence and to rhythm, and also to the power of similar sounds to cause similar emotions ; he will show what part

of a fine passage is the most effective, identify a similar cause with similar impression in other lines. Let him set before his pupil poetry expressive of tender feelings, of grief and pity, he will soon teach the suitableness of sound to sense, and of the sense to one class of emotions; the pupil will also learn to analyze and see the points of resemblance in the several passages. Let him practise the same with a heroic or a cheerful strain, and, according to the peculiar temperament of the pupil, he will call forth a sensibility to the charms of each. You cannot create a taste, but you may draw one forth. Natural sense is insufficient for the true worship even of the works of God; we want the revelation of science to add authority and completion. From Education we seek not only a shrewd and subtle mind, but an *understanding heart*. This even heathen wisdom knew, and taught; that this taste for right grows from habituation to right things; as it does, of an insufficient kind and in a very small extent. So also accustom youth to those subjects which pass current with the man of literary taste, and you will develop the understanding of the mind, that is, the feeling, the intellectual as well as the moral taste. Paley reminds us of the merciful arrangement that alone forbids every note in the grove to be discord to the ear, every leaf to be dazzling to the eye; he might have added the merciful permission that man enjoys to bring the delicate feelings, to which these organs are mere ministers, more nearly in unison and harmony with the subdued tints and blending lines of the landscape and the mellowed music of the vocal grove; he might have added the yet nobler privilege of so storing the mind with a knowledge of all the subtle links in the slender chain connecting moral effects with physical causes, that these objects can call forth the imagination to soar into a sphere far beyond the scope of reasoning, and remind us of our dependence on the God who made them all.

On this branch of education an extract from the *Biographia Literaria*, of Coleridge, will be most in conformity with my rule of preferring experience to speculation. The master to whom allusion is made was the Rev. James Bowyer, many years Head Master of Christ's Hospital.

"At school I enjoyed the inestimable advantage of a very sensible, though at the same time, a very severe master. He early moulded my taste to the preference of Demosthenes to Cicero, of Homer and Theocritus to Virgil, and again of Virgil to Ovid; he habituated me to compare Lucretius, (in such extracts as I then read,) Terence, and, above all, the chaster poems of Catullus, not only with the Roman poets of the (so called) silver and brazen ages, but even those of the Augustan era; and, on grounds of plain sense and universal logic, to see and assert the superiority of the former, in the truth and nativeness both

of their thoughts and diction. At the same time we were studying the Greek tragic poets he made us read Shakspeare and Milton as lessons, and they were the lessons, too, which required most time and trouble *to bring up*, so as to escape his censure. I learned from him that poetry, even that of the loftiest, and seemingly that of the wildest odes, had a logic of its own, as severe as that of science, and more difficult, because more subtle, more complex, and dependent on more fugitive causes. 'In the truly great poets,' he would say, 'there is a reason assignable, not only for every word, but for the position of every word.' And I well remember that, availing himself of the synonymes to the Homer of Didymus, he made us attempt to show, with regard to each, *why* it would not have answered the same purpose, and *wherein* consisted the peculiar fitness of the word in the original text.

"In our own English compositions (at least for the last three years of our school education) he showed no mercy to phrase, metaphor, or image, unsupported by a sound sense, or where the same sense might have been conveyed with equal force or dignity in plainer words. Lute, harp, lyre, muse, muses, and inspirations, Pegasus, Parnassus, and Hippocrene, were all an abomination to him. In fancy I can almost hear him now, exclaiming '*Harp? harp? lyre? pen and ink, boy, you mean! Muse, boy, muse? your nurse's daughter you mean! Pierian spring? oh! ay! the cloister pump, I suppose!*' Nay, certain introductions, similes, and examples, were placed by name on a list of interdictions. Among the similes there was, I remember, that of the Manchineal fruit, as suiting equally well with too many subjects, in which, however, it yielded the palm at once to the example of Alexander and Clytus, which was equally good and apt, whatever might be the theme. Was it ambition? Alexander and Clytus! Flattery? Alexander and Clytus! Anger, drunkenness, pride, friendship, ingratitude, late repentance? Still, still, Alexander and Clytus. At length the praises of agriculture having been exemplified in the sagacious observation that had Alexander been holding the plough he would not have run his Clytus friend through with a spear, this tried and serviceable old friend was banished by public edict, in '*secula seculorum.*'"

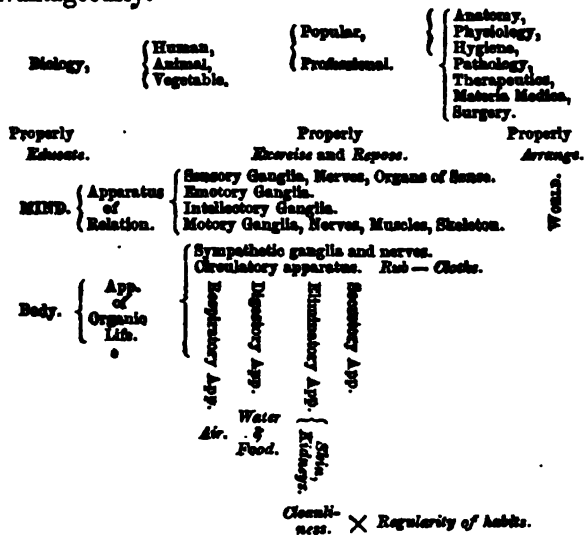
Dr. Bowyer was evidently a master worthy such a pupil, and exemplifies my position *that the book or the subject of a boy's study depends for its character and for its effect almost entirely on the master.* "It is the command which he obtains, the confidence which he inspires, the relative importance which he attaches to the different branches of study; his own taste, feeling, judgment, which are reflected in the answering mirrors of the young minds around him. In him resides the power of convert-

ing the dry and irksome task into an exercise of the imagination, of the memory, and of the reason, cheerfully and emulatively, instead of heavily and reluctantly performed." *

SCIENCE OF POPULAR HUMAN BIOLOGY.

BY DR. LAMBERT.

Its philosophy, utility, and the method of teaching it most advantageously.



I. THE PROPRIETY OF THE NAME.

Biology, (*bios*, life; *logos*, a discourse,) as the derivation signifies, is the name of that department of science which treats upon life. Things which exhibit it may be arranged under three heads: Vegetable, Animal, and Human. The last class may be considered under seven sub-divisions. But the study of four is of special utility to the professional man only, while of the third a complete, and of the first two a limited knowledge is essential to the highest welfare of any person. They may therefore be appropriately called popular. By observations and experiments science gathers facts, then compares them and deduces inferences, thereby determining what results will be produced under given circumstances, and how to modify circumstances so as to produce desirable results.

It follows that each word of the above caption is a nucleus of several important ideas, and that the entire caption is a precise

and proper name for that study which investigates the best means to be taken for preserving the body in such a state, or producing such a condition of its parts that it can be used most desirably, viz.: for improving and developing the mind to the highest possible degree.

II. ITS PHILOSOPHY.

Whatever surrounds a person the French have named the "Milieu." The *World* will sound more familiar to American ears. Through six inlets, called organs of sense, the world acts upon the sensory nerves, which internally connect with certain parts of the brain, called sensory ganglia, through which the mind is acted on and sensations are produced. (See tableau.) It is not necessary to enter into a metaphysical discussion, and though anatomy cannot yet define their limits, the reader will for the present purpose have no objections to granting that there are sensory, emotory, intellectory, and motory ganglia composing the brain, and that the mind is directly or indirectly associated with all these. All volition has its source in the mind, and is exhibited outwardly to or upon the world by means of the motory ganglia, nerves, muscles, and the skeleton, which collectively may therefore be called motory apparatus. All these parts which have been mentioned, of the body, viz.: sensory, emotory, intellectory, and motory app. may be grouped together and called grand app. of relation, since they establish a relation between the world and mind. Thus is formed a complete circle, of which the mind and world are the poles, and the apparatus of relation, the channels through which influences are constantly exerted, constantly flowing round. That these influences may be favorable, it is evident that the mind must be properly educated, the apparatus of relation properly exercised and reposed, and the world properly arranged. One cannot be done without the others are. Directions are put down accordingly in the tableau above. Mind — app. of R. and World.

Again. It is desirable to have the app. of R. kept in a good condition, viz.: in repair, and at a proper temperature. Hence a circulatory app. will be required, and to best accomplish its functions it must be rubbed and clothed properly. To form the circulating fluid a respiratory app. must be connected with the circulatory app. and supplied with plenty of pure, cool and moist air; also a digestory app. which must be supplied with proper water and food, while to remove any useless substance from the blood, eliminatory app. will be necessary, and as the skin is part of it, cleanliness must be observed. To work any changes in the blood, and to form from it any lubricating or digestive fluids, a secretory apparatus is essential.

But it is worthy of note that the activity of the circulatory app. and that of relation should be harmonious. They must therefore be connected, as is represented by the sympathetic ganglia and nerves.

As all these kinds of apparatus serve to organize the body and preserve it, they may be properly grouped, and called the grand apparatus of Organic Life, which, added to that of Relation, form the body. Thus by a glance of the eye, the use, relation, and dependence of all parts are seen, and the Italics give hygienic hints, to wit: Properly 1. Educate the Mind. 2. Exercise and repose app. of R. 3. Rub and clothe the body. 4. Pay attention to. 5. Air. 6. Water and food. 7. Cleanliness and regularity of habits.

Of course, each nucleus of the above tableau might be expanded and form a tableau by itself, but the object in this case was, instead of expanding, to condense to the utmost possible degree, and present to the mature mind the whole matter in, as it were, a nutshell, so that each word should be a chapter, and the half a page an entire volume.

III. ITS UTILITY.

What is commonly called Physiology, sometimes Hygiene, more properly Anatomy, Physiology, and Hygiene, and rightly, the Science of Popular Human Biology, has usually been thought valuable chiefly in respect to health. But the teachings of hygienic science may be more useful to those who do, than to those who do not possess health. Or, if according to its derivation, Hygiene shall be strictly limited to what pertains to health, some other term must be invented to cover the ground over which it seems desirable to extend the application of Hygiene. What we desire to know, is not only how to preserve health, which is the less, a means not an end, but also, which is the greater, and includes the less, how to treat the body in such a way that it shall be best adapted for use. What use? The improvement and proper development of the mind. For what purpose? To enjoy the reciprocal action of the mind, body and world, and day by day increase and satisfy our capacity for enjoyment, and also make ourselves the useful and active cause of happiness in others.

To attain such important objects, it is essential that every person understand the relations of the mind and world through the apparatus of Relation, and how to properly exercise and repose at; the reciprocal relations between it and the circulatory apparatus, and the importance of properly rubbing and clothing the body. The relations of air, water, food and cleanliness to all the tissues, must be clearly perceived, and also the reciprocal rela-

tions between the respiratory, digestory, eliminatory and secretory apparatus, and all parts of the body, and also the mind and world.

It will then be seen, that not only the mind and whole body, but the whole world has been constituted with reference to the development of mind, not the mind of each individual merely, but that of the race ; that its education is constantly going on, either well or badly ; that character, not reputation should be the object, and that the most and only really profitable investment of time and money, is made in that instruction which leads the mind into the best methods of education.

The views commonly entertained in respect to Hygiene should therefore be expanded, and it should be promoted to the exalted position which it can and ought to occupy ; especially because many of its practical instructions can be made so intelligible, so interesting, and so impressive to the young, and for its disciplinary effect. What study can be pursued that will more naturally educate the mind, and exercise the nervous system, than biological science ? Where are generalization and systematization more perfect than in Biology ? Littré very properly terms it "the science of generalization, as chemistry is of nomenclature." Indeed, the world of sciences may be challenged to produce such a beautiful and complete classification, as that exhibited by the tableau at the head of this article. Every word and collocation is full of meaning, and if the mind is analytically and synthetically led through the arrangement there presented, there cannot be a mere mixing of words in the memory from which they will soon subside, but, as it were, a chemical union of ideas with the mind, which will retain them permanently. It is also through Biology, as the link connecting with mental science, that that great generalization which includes everything, and gives to whatever can influence man, an intense meaning, can be completed.*

If it be denied that a child can understand the great philosophical truths of Biology, it should certainly be made a part of every thorough course of study and discipline. The study of languages and mathematics very favorably affects the mind, indeed is essential to its perfection ; but whoever is wholly wrapped in the first, and closes his studies with them, is merely a dry anatomy, while he who understands only mathematics, is truly represented by a triangle ; and he who thinks out his metaphysics without a good knowledge of Biology, is an uninteresting, in-

* The outline of this great generalization is clearly surveyed, but whether the great work of exhibiting it lucidly, can be accomplished in a lifetime, is to be determined. It matters little ; the period of mental history has arrived when, as is the case with inventions, if it be not done by one, it soon will be by another. Then will geography, history, and all the sciences conspire to prove that the Creator has made nature conducive to the highest development and progress of mind, and all sciences will consider it their especial honor that they culminate in mental science.

comprehensible abstraction ; and the historian who studies or writes, without regard to the philosophy of history, is but a table of dates and statistics. He who is familiar with all these studies, and with physics, must of course be a fine scholar, but even in his well-stored mind, by the study of Biological science, he will find developed certain desirable qualities, a certain richness, which cannot be derived from any other source. Languages and Mathematics are the stable rocks underlaying the whole, Physics form the subsoil, while History and Biological Science add a rich garden mould from which when thus nourished and sustained, spring up the various departments of Mental Science, flourishing in full luxuriance, and yielding an abundance of satisfactory fruit.

IV. METHOD OF TEACHING IT.

This should be chosen with a view to inspiring the teacher and taught with enthusiasm, and with due reference to the object of all education, the specific practical objects of Biology, the capacity and maturity of the pupil's mind, the means for illustrating the subject, and the time of both teacher and pupil which can be devoted to it.

The revolution already commenced in the opinions of teachers in respect to the comparative value of anatomy to the general student, must be completed before they will be most successful. The details of Anatomy are essential to the professional student ; so are many technical terms ; but they encumber the memory of the general student, oftentimes to the exclusion of useful truths. He only requires an outline, with a fuller view of Physiology. Some technical terms are necessary for his use, but as far as possible, they should suggest a use, or structure of relation, and thus serve a double purpose. It is wonderful how much a proper nomenclature facilitates the acquisition of knowledge. The fruits of Popular Human Biology are to be found in its practical Hygienic truths, its generalizations, and in the why and wherefore of things which, properly pursued, it will constantly exhibit.

The time of both teacher and scholar is usually quite limited. But fortunately the important truths of Biology can be graphically and concisely presented. It is therefore admirably adapted to fill up any spare time of the teacher and scholar, and to be taught orally in a reading-class, or as a text-book recitation, as it can be expanded to any degree by introducing the details of Physiology and Anatomy, and by illustrations, or condensed by omitting them.

If the pupils are young, or the time very limited, or economy in the purchase of books an object, a lecture or conversation or comments on the practical truths read from a book will be the

best mode of teaching, illustrations being made upon the board with white or colored crayons ; or plates, parts of animals, a skeleton, &c., can be used, as circumstances permit.

If more time can be used, a reading exercise may be made, once a week or every day, by the teacher, or by the scholars of a class or the school, either to a class or the school, with comments and illustrations. Some good judges think this is the best way to teach Biology in most cases, since, as has been found true in teaching history, the student acquires a knowledge of the general principles and practical truths, without occupying much of the teacher's time, or irksomeness to himself. Whether this or the more detailed course of recitations be adopted, it will be very useful for the teacher to give lectures occasionally, and group the topics previously discussed, and present them in new views, and with the use of varied forms of expression, and illustrate them from his own resources.

Whatever be the time allowed, the great secret of success depends chiefly on adopting such a natural method that the relation of cause and effect shall be constantly exhibited. What is called Physical Geography does this, and inspires the student with zeal. It is the secret charm of the Philosophy of History. It has given to Paley's Theology a world-wide renown. A purpose should be constantly seen before a part or function is described. An improvement upon even Paley is to show what ought to be, before we show what is. A double pleasure then awaits the student, and he easily remembers what he learns, since the ideas, as it were, flow into and suggest each other, and group themselves suggestively.

A glance at the tableau shows that there are several points in the circle of organs at which we may commence and go round by connected steps. In the present state of the science it is not for any one to dictate where it is absolutely best to commence, or if any way is *the* way in all cases. It would be fortunate for the science, for the scholar, and for teachers, if they felt as much at home in discussing biological as mathematical questions. The importance of Biology demands that they enter upon a course of investigation, experiments, and discussions which shall bring out the truth. Let them attack any absurdity or crudity in a physiology as they would an arithmetical error, not being abashed by the M. D., or any other fardel which adorns the title, for as much ignorance, pretension, and quackery has been exhibited in the popular as in the professional departments of Biology. It is sufficient for the present purpose to impress the reader with the idea that there is a plan, a method, that the topics should not be arranged promiscuously, but according to their natural relation. The following remarks therefore are merely suggestions, and not dictations.

As an animal merely eats to live, and lives to eat, his whole body is constituted subservient to nutrition and excretion, growth, development, (physical) and reproduction, and his apparatus of relation is secondary, and that of Organic Life, primary. If we begin with nutrition and excretion, and go through the Organic apparatus to that of relation, we shall be able to account for everything we find. But in man, nutrition, excretion, and his whole physical system are subservient to mental development; his organic apparatus is therefore secondary, and that of relation primary. If we commence with the mind we may observe what is necessary that it may receive influences from, and exert them upon the world. This is the most philosophical course, and adapted to the mature mind. Again, we might begin with the world and go in through the sensory apparatus till we find the mind necessary; and then go out through the motory apparatus to the world. This course, with simple, apt, and amusing practical illustrations, is well adapted to interest and instruct the young, and may, in almost any case, with profit precede the former course. And again, we may begin with the skeleton; build it up, clothe it with muscles, add the nervous system and organs of sense, and thus complete the apparatus of Relation. This course is well adapted for details after a general view of the whole body has been taken. Some prefer to begin in this way, thus considering first what it is, what it is for, and then why it ought to be so.

But each organ depends for its character not only on its form and size, but on the properties of the tissues which compose it. As there are but few tissues common or general to many organs, a consideration of the composition of these tissues and their properties, comes under a head called general or textural anatomy, physiology and hygiene, to distinguish it from that higher description of organs and apparatus called special anatomy, physiology and hygiene. Some prefer to blend the description of the tissues with that of the organs where they are formed, though they are usually considered by themselves. A general view of them is necessary before we enter upon the apparatus of Organic Life, for in addition to the special properties of the tissues, (e. g. contractility of muscular tissues, the elasticity of cartilage,) which adapt them to form organs, they have common property by which they keep themselves in good condition, viz. : absorption, nutrition, excretion, expulsion, and also growth, development, and reproduction. To serve nutrition and excretion, circulation must be established, viz. : to distribute the nutritive substance and remove that which the tissues cast off.

Thus we enter upon the app. of Organic Life by way of the circulatory. We may now examine the connectory or sympha-

thetic branch of the nervous system, or postpone its consideration. It makes apparently but little difference whether we consider the respiratory, digestory, or eliminatory next. They are all appendages of the circulatory. The respiratory has been partially considered under the head of motory app. The secretory should be superadded, as its meaning can then be best understood. Considering the body in this way, its proper hygienic treatment will necessarily be suggested, and nothing seems more important than to consider the hygienic truths in immediate connection with the ideas which suggest them. Before a popular audience they must be reserved for the last part of the evening, as they are the most interesting, and the less interesting anatomy must be introduced when the audience is fresh, and physiology must occupy the middle of the lecture.

The experience of the writer seems to show that the best plan for interesting and instructing an ordinary class is, to first set forth the value of education. Second, illustrate the meaning of the term, Science of Popular Human Biology, and show its relation to other departments of science, its divisions, and in a general, amusing, and practical way, illustrate their value as studies. Third, take a general, inductive survey of man according to the plan above shown, first going from the world to the mind, and round again if the pupils are young and inexperienced in correct modes of thinking, and exhibit conspicuously the practical points. If time would permit only a general view, it would be well, if possible, to introduce some details in connection with certain parts; for instance, the spinal column and chest, which are subject to deformities, and in connection with food, air, &c. If this were done it would be as much as most students would require, and fully balance their proficiency in other studies. To do so much will require but a little time, and if the scholar well understands it, he will have more practical anatomy, physiology and hygiene than one in five hundred of so-called medical men. If more time was allowed, it would be well to synthetically build up the body, beginning with, 1st. Chemical Elements, simple and compound; 2d. Anatomical Elements, simple and compound; 3d. Tissues and Humors, simple and compound; 4th. Systems, which are collective tissues; and 5th. Observe how organs are formed from tissues; 6th. Observe the chemical character of food, water, air, heat, light, electricity. Then having learned how to form organs, go on, and more or less in detail as time or inclination permits, study the bones and group them; muscles, nervous organs, and organs of sense in their order, and group them. Then pass to the details of the heart, arteries, &c; the lungs and respiration; the stomach, liver, &c.; the kidneys and skin, and group them all. Then conclude by a review of the general survey. But this plan may

not be the best, or may be modified. Let us have the matter discussed, always remembering that best of all the good sayings of Dr. Nott, "To please is the first step towards instruction."

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Tenth Annual Session of this Association was held in Northampton, on Monday and Tuesday, the 27th and 28th of November, 1854.

MONDAY, P. M.

The Association assembled in the Lecture Room of the Edwards Church, at 3 o'clock, and the meeting was called to order by the President, Mr. Josiah A. Stearns, of Boston. Prayer was offered by Rev. Dr. Allen, of Northampton.

The Report of the Secretary having been read, a Committee of three, consisting of Messrs. Parish, of Springfield, Kneeland, of Roxbury, and Hammond, of Groton, were appointed to receive the names of such ladies as wished to be accommodated with board in private families.

On motion of Mr. Snow, of Dorchester, voted that a Committee consisting of one for each county, be appointed by nomination at large, to report a list of officers for the ensuing year. Messrs. Snow of Norfolk, Page of Suffolk, Cowles of Essex, Smith of Middlesex, Gage of Bristol, Hervey for Nantucket and Dukes, Blake of Barnstable, Bruce of Franklin, Stone of Worcester, Wilson for Plymouth, Wells for Berkshire, Parish of Hampden, and Mitchell of Hampshire, were appointed.

On motion of the Secretary, Mr. W. L. Gage, of Taunton, was appointed as Associate Secretary.

The Treasurer, Mr. Benj. W. Putnam, of Boston, read his report, which was accepted and referred to Mr. Kneeland, of Roxbury, as Auditor.

The appointment of a Committee of Editors for the ensuing year, was referred to the Board of Directors for 1855.

Mr. Kneeland, Chairman of the Committee on Seal, reported that the Committee had attended to the duty assigned, and had procured a seal and the proper implements for the use of the Secretary in stamping the documents of the Association. His report was accepted, and the Seal adopted as the Seal of the Association.

Mr. Wells, of Westfield, called up his motion to amend the Constitution so as to make provision for the election of Honorary members, and on his motion it was *Voted*, that the Secretary be instructed to insert in a suitable place in the Constitution, the following clause, to wit :

Any person may, on the nomination of the Board of Directors, be elected an Honorary member of this Association. x

Mr. Hammond, of Groton, called up the motion to amend the Constitution so that the place of meetings may be left discretionary with the Board of Directors, and on motion of Mr. Kneeland, this, and all other amendments to the Constitution, were referred to a Special Committee, to report as soon as expedient. The Chair appointed on this Committee, Messrs. Hammond of Groton, and Kneeland of Roxbury.

The Auditing Committee reported the accounts of the Treasurer as correct.

The Association then adjourned to meet in the Town Hall, at 7 o'clock.

EVENING SESSION.

The meeting was opened with prayer from Rev. Dr. Allen, of Northampton.

On motion of Mr. Kneeland, voted the action of the By-Laws be, for the present, suspended, and referred to the Board of Directors to decide as to what is to become the action of the Association, and to report at the next meeting.

Mr. Page, of Boston, moved that ten o'clock of Tuesday be the hour assigned as the time for reading the report of the Committee on Prize Essays, that after said report, the envelopes containing the names of the successful candidates be opened, and the successful essays be read.

A debate arose on the propriety and expediency of reading the essays, Messrs. Wells, Parish, Hagar and Hammond in the affirmative, Messrs. Smith and Kneeland in the negative. Mr. Hagar approved of reading the report this evening, and Mr. Hammond moved to amend the original motion to that effect; Mr. Hammond's motion was laid upon the table, to be resumed after the lecture.

Rev. J. P. Cowles, of Ipswich, then delivered a lecture on x
"Fallacies in Education."

After which, Mr. Hammond's motion to read the report of the Committee on Prize Essays was taken from the table, and the amendment passed.

The Report of the Committee on Prize Essays was then read, and accepted, and on motion of Mr. Kneeland, unanimously adopted.

The sealed envelopes were then, by the direction of the Association, opened, and the names of the successful competitors read, as follows: Miss Almira Seymour, of Boston, and Miss Betsey L. Adams, of Rockville, as successful in obtaining prizes of \$15.00, and Miss Sarah E. Wiggin, of Boston, a second prize of \$10.00.

Mr. Parish then renewed the motion to read the essays, and with Mr. Cowles, of Ipswich, spoke in favor of said motion, Messrs. Kneeland and Smith in the negative. The question was then taken and decided in the negative.

A discussion ensued upon the relative powers of the male and female intellect, one of the topics discussed by the lecturer, in which Messrs. Parish of Springfield, Prof. Crosby of Boston, Smith of Cambridge, Wells of Westfield, Cowles of Ipswich, Dr. Allen of Northampton, Hagar of West Roxbury, W. H. Ranney of Wilmington, Vt., and D. B. Tower of Boston, participated.

On motion of Mr. Hammond the debate was suspended, and the Association adjourned to meet at 9 o'clock on Tuesday.

TUESDAY, A. M.

At 9 o'clock the Association reassembled and was called to order, the President in the chair. The report of yesterday's proceedings was called for, and read.

Mr. Stearns, of Framingham, called up the question of "School Supervision." The discussion upon this question was opened by Prof. Crosby, and remarks were made by Mr. L. Newell, of Holyoke. The debate, on motion of the Secretary, was suspended, and the report of the Committee on Nomination of Officers being in order was called for, and read by the Chairman, Mr. Snow of Dorchester.

The Committee on the Publication of the "Transactions," reported progress, and recommended the publication of another volume of the Transactions. The report of the Committee was accepted, and they were instructed to issue a second volume of the Transactions without delay.

Mr. Hammond, of Groton, from the Committee on amendments to the Constitution, reported three propositions as in order for final decision.

1st. To strike out of the 5th article the words "and notice shall be given at the previous meeting."

2d. To strike the word "male" out of the 2d article, so that any practical teacher may become a member of the Association.

3d. In article 6th, to strike out "with the President and Secretaries," so that all the officers of the Association shall constitute the Board of Directors.

It was *Voted*, to take up the propositions offered by the Committee in their order. The 1st Proposition, on motion of Mr. Cowles, was adopted.

The 2d Proposition was then in order. Mr. Stearns, of Framingham, moved that its consideration be postponed until

afternoon. Mr. Hammond moved to amend Mr. Stearns's motion, so that the proposition should be *indefinitely* postponed, which amendment was passed. After much discussion on points of order, the vote to indefinitely postpone was rescinded. Mr. Hammond then withdrew his motion to indefinitely postpone, offered as an amendment to Mr. Stearns's motion, and Mr. Stearns withdrew the original motion, and moved the adoption of the amendment to the Constitution, proposed by Mr. Peirce, of West Newton. After much debate upon the merits of the question, in which Messrs. Stearns, Smith, Leach, and Prof. Crosby participated, it was decided in the negative by nearly a unanimous vote. Mr. Capron, of Worcester, moved to reconsider, and his motion was negatived.

The following amendment to the Constitution, to wit:—"All practical female teachers in this Commonwealth, who shall sign the Constitution, shall become honorary members of this Association," after discussion by Messrs. Stearns, Babcock, of Newton, and Strong, of Springfield, Goldthwaite, of Westfield, and Kneeland, of Dorchester, was unanimously passed.

The 3d Proposition, after remarks in opposition to it by Messrs. Hammond and Stearns, was indefinitely postponed.

It was then *Voted*, that the amendments as passed should be incorporated with the Constitution.

The debate on "School Superintendence" was then resumed, and after remarks by Messrs. Leach, of Roxbury, Newell, of Holyoke, Tower, of Boston, Hagar, of West Roxbury, and Smith, of Cambridge, the Association adjourned to meet at 2 o'clock, P. M.

AFTERNOON SESSION.

The Association met according to adjournment. The report of the forenoon's proceedings was read by the Secretary.

Mr. Wells, of Westfield, remarked upon the relation in which the "Massachusetts Teacher" stood with other educational journals in the United States, in regard to exchanges, and on his motion it was

Voted, That the Massachusetts Teachers' Association assume the expense of sending twelve copies of the "Massachusetts Teacher" to the editors of the New York Teacher, in exchange for the same number of copies of that journal;—the payment for the New York Teacher to commence with the number for October, 1854, and the exchanges for each year to be received by the editors of the Massachusetts Teacher for the same year.

Mr. Hagar referred to the debate on School Supervision, and offered the following Resolutions:

Resolved, That a committee of five be appointed to take into consideration the subject of School Supervision,—to consult

upon the subject with the friends of education throughout the State, and to report, at the next meeting of the Association, a plan of Supervision, which, in their opinion, will be more efficient and satisfactory than the one now in use.

Resolved, That the same committee also consider, and report upon, the expediency of applying to the Legislature for the enactment of a law providing for the appointment of State and County Boards of Examiners, who shall have power to examine candidates for teaching in our public schools, and to grant certificates of qualification to competent persons.

After remarks by Messrs. Leach, Strong, Kneeland and Hagar, these resolutions, on motion of Mr. Gage, were unanimously adopted.

Voted, That the committee to carry out the above resolutions be appointed by the Board of Directors for 1855.

The Association then proceeded to the election of officers for the ensuing year. The following gentlemen, constituting the nominated list, were unanimously chosen.

† Josiah A. Stearns, of Boston, *President*.

Benjamin Greenleaf, of Bradford; George A. Walton, of Lawrence; George Newcomb, of North Chelsea; Caleb Emery, of Boston; Eben S. Stearns, of Framingham; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Provincetown; C. B. Metcalf, of Worcester; Loring Lothrop, of Boston; P. B. Strong, of Springfield; William L. Gage, of Taunton; John Wilson, of Dedham, *Vice Presidents*.

J. E. Horr, of Brookline, *Corresponding Secretary*.

Charles J. Capen, of Dedham, *Recording Secretary*.

Benjamin W. Putnam, of Boston, *Treasurer*.

Charles Hammond, of Groton; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; John Bachelder, of Lynn; Ebenezer Hervey, of New Bedford; George Allen, Jr., of Boston; A. M. Gay, of Charlestown; John Kneeland, of Roxbury; B. F. Tweed, of South Reading; James A. Page, of Boston; George Capron, of Worcester; E. Smith, of Cambridge, *Counsellors*.

Mr. Wells gave notice that he should, at the next annual meeting, renew the motion to amend the Constitution, so that the Vice Presidents shall be members of the Board of Directors.

† A lecture was then delivered by Mr. Charles Hammond, of Groton; subject,—“The Relation of the Teacher to the Age.”

Letters from distinguished gentlemen, expressing their sympathy in the objects of the Association, and their desire to co-operate, were read by the Secretary. Among them were letters from President Walker, and Professors Peirce, Bowen, Child, Lane, and Chase, of Harvard University; Professors Agassiz

and Horsford, of the Lawrence Scientific School; President Stearns, and Professors Tyler and Jewett, of Amherst College; Rev. Mark Hopkins, of Williams College, and Dr. Oliver W. Holmes, of Boston. The most of these gentlemen desired to become members of the Association, and transmitted their admission fees.

The Association then adjourned.

EVENING SESSION.

The Association assembled at 7 o'clock. A debate on the subject, "Ought one Scholar to assist another in his Studies," was sustained for a short time, after which a lecture was delivered by Rev. F. D. Huntington, of Boston; subject,— "Unconscious Tuition."

A presentation to the Secretary by members of the Association, succeeded the lecture. The presentation address was made by Mr. W. L. Gage, of Taunton, and was couched in graceful language, and in expressions of warm personal friendship, which, however poorly deserved, will long be remembered by the recipient. The Secretary responded.

The following resolutions, offered by Elbridge Smith, Esq., Principal of the High School, Cambridge, were unanimously adopted. After which the Association adjourned to meet at such place and time as the Board of Directors should appoint.

CHAS. J. CAPEEN, *Sec'y.*

RESOLUTIONS.

Resolved, That the thanks of this Association are due to the town of Northampton, and to the Edwards Church and Society, for the convenient accommodations afforded for the meetings of the Association; to the citizens of the town for the hospitalities which they have generously extended to the female teachers attending the sessions of this body; to the several Railroad Companies that have facilitated the attendance of teachers by the reduction of fares, and to the several newspapers that have gratuitously given notice of this meeting. To Dr. S. A. Fisk and Mr. Wm. W. Mitchell for their successful and valuable services in providing for the convenience and comfort of those in attendance on the meetings.

Resolved, That the thanks of this Association are due to the Rev. J. P. Cowles, of Ipswich, to the Rev. Charles Hammond, of Groton, and to the Rev. Frederick D. Huntington, of Boston, for their eloquent and instructive lectures delivered during the sittings of the Association.

Resolved, That the thanks of this Association are especially due to Charles J. Capen, Esq., of Dedham, for a long period

of *faithful* and *arduous* service as the Recording Secretary of this body; that whatever of pleasure and success have attended our annual meetings — whatever of ability and instruction have been found in the pages of the Massachusetts Teacher, and whatever of accuracy and good taste have been exhibited in the publication of the Transactions of the Association, are in an eminent degree due to his assiduous and scarcely intermitting labors.

REPORT OF THE PRIZE COMMITTEE FOR 1854.

The Committee appointed to examine the Essays and award the prizes which were offered by the Massachusetts Teachers' Association, have attended to their duty, and ask leave to present the following Report:

Twelve essays in all, three from the members of the Association, and nine from the female teachers of the State, were received by the Secretary, and submitted to the Committee for examination. They were then read by the Committee separately, and each member formed an independent opinion. Of the three submitted by the gentlemen, no one, in the estimation of a majority of the Committee, was deemed worthy of a prize.

Of the nine presented by the ladies, *three* were at once selected as the best, and were re-examined with much care. The Committee were unanimous in opinion that the *three* were decidedly meritorious productions, but were not equally agreed in regard to their *relative* merits. They were then submitted to three other gentlemen of practical talent and eminent literary ability, who also examined them separately and gave independent opinions, without knowing the views of a single member of the Committee. These gentlemen differed, likewise, in regard to the respective merits of the three essays, but agreed that they were all exceedingly creditable to the writers.

The Committee have, therefore, unanimously resolved to recommend:

That both prizes be awarded to the ladies; and that the amount, forty dollars, be divided in the following manner: a prize of *fifteen* dollars to the essay numbered 7, on The Motives to be urged in the business of Education; another of the same amount to number 3, on Easy Methods of Instruction, and one of *ten* dollars to number 9, on the same subject.

Respectfully submitted by the Committee.

DANIEL MANSFIELD,
ELBRIDGE SMITH,
BENJAMIN F. TWEED.

Unsuccessful Essays, with the envelopes unopened, will be returned to their respective authors, on application by them to Mr. Samuel Coolidge, Publisher of the "Massachusetts Teacher."

THE

MASSACHUSETTS TEACHER.

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DR. WHEWELL ON INTELLECTUAL EDUCATION.

WE have thought a good service would be rendered to the readers of the "Teacher," in directing their attention to the recent Tract of Dr. Whewell, on the "Influence of the History of Science upon Intellectual Education."

We propose to set forth in a general review, some of the principal points of this discourse, lately delivered before the Royal Institution of Great Britain, and which is one of a series of lectures recently given before that learned body, by some of the most distinguished thinkers and scholars of the present age.

A contribution to the literature of education is especially worthy of consideration, coming from one so eminent as the Master of Trinity College, — the author of the *Philosophy*, and the *History of the Inductive Sciences*, works of enduring worth, and the highest reputation. In all the departments of science and literature, no man of our times has a higher rank in the judgment of scholars, than the author* of this Lecture.

The Tract of Dr. Whewell on Education is especially worthy of the attention of American Teachers, at the present time, because he has furnished an opinion which has a bearing on questions of great moment, now earnestly discussed by teachers, in relation to what really constitutes true progress in the work of education; and the relation of the work of the teacher, to the work of the discoverer and inventor.

* The recent work on the "Plurality of Worlds," is supposed to be from the pen of Dr. Whewell.

The fact that the world has made advances in modern times, is fully recognized by the Lecturer, and the influence of changes in the modes of thinking and living, that have taken place, and are so rapidly going on, is admitted as a fact of the utmost consequence, in its bearings on all plans and efforts to cultivate the intellect of the rising and coming generations, as they advance to take their place in a world all but re-created by the mighty energies which the physical sciences have given to mankind.

He starts with the proposition, that the intellectual achievements of great men at the various epochs of the world's history, will be productive of results "upon all those persons in the next succeeding generations, who have aimed to obtain for themselves, or for their children, the highest culture and the best discipline of which man's intellectual faculties are capable."

"I wish to show," he says, "that this influence has been so great, that its results constitute at this day the whole of our intellectual education; that in virtue of this influence, intellectual education has been, for those who avail themselves of the means which time has accumulated, progressive; that our intellectual education, now, to be worthy of the time, ought to include in its compass, elements contributed to it in every one of the great epochs of mental energy which the world has seen; that in this respect most especially, we are, if we know how to use our advantages, inheritors of the wealth of the richest times; strong in the power of all the giants of all ages; placed on the summit of an edifice which thirty centuries have been employed in building."

In the wide survey made of the results of what has been wrought out by the human intellect, in different periods of the world, results which now have all become *means* of intellectual culture, he leads us irresistibly to the conclusion that the history of the past ages, even of the early ages, is not a blank in the history of education.

He shows that some of the greatest problems in the science of intellectual development were studied by the ancient philosophers, and that the treasures of antiquity are rich in the records of what was taught by the ancient sages to their disciples.

Dr. Whewell considers the attempt made by Socrates and Plato, for the intellectual improvement of their countrymen, as the first great epoch in intellectual education:

He says that previous to the time of these philosophers the more affluent classes of the Athenians, "must have had an education in a very considerable degree, elaborate, and large, and elevated in its promises." These teachers of the Athenians are thus described by the learned Lecturer.

"The persons by whom education in its highest departments was conducted,—the teachers whom Socrates and Plato perseveringly opposed, have been habitually called the SOPHISTS; because, though at the time their ascendancy was immense, in the course of ages Plato's writings have superseded theirs, and he so describes them. But it has been shown recently in the most luminous and striking manner, by one among ourselves, that the education which these teachers professed to give and frequently gave, was precisely what we commonly mean by a *good education*.

"It was an education enabling a young man to write well, speak well, and act efficiently on all ordinary occasions, public and private. The moral doctrines which they taught, even according to the most unfavorable representation of them, were no more than the moral doctrines which are most commonly taught among ourselves at the present day,—the morality founded upon utility; but many of them repudiated this doctrine as sordid and narrow, and professed higher principles, which they delivered in graceful literary forms, some of which are still extant in the books which we put into the hands of the young.

"Such were the Sophists against whom Socrates and Plato carried on their warfare. And why did Socrates and Plato contend against these teachers? and how was it that they contended so successfully that the sympathy of all posterity has been with them in their opposition?

"It was because Socrates and Plato sought for solid principles in this specious teaching, and found none.

"It was because, while these professors of speaking well and acting well, imparted their precepts to their pupils, and exemplified them by their practice, they could not bear the keen cross-questioning of Socrates when he tried to make them tell what it was to *speak WELL* and to *act WELL*; they could not tell Plato what was that 'First Good, First Perfect, and First Fair,' from which everything else derived goodness, beauty, and perfection.

"Socrates and Plato were not content with illustrations, they asked for principles; they were not content with rhetoric, they wanted demonstration; it was not enough for them that these men taught the young Athenian to *persuade* others, they wanted to have him *know*, and to *know what he knew*.

"These were the demands that recur again and again in the Platonic Dialogues. This is the tendency of all the trains of irresistible logic, which are put into the mouth of Plato's imaginary Socrates. *What do we know? How do we know it? By what reasoning? From what principles?*"—Pages 8, 9, 10.

In order to meet the defects of the education of which the Sophists were masters, the most earnest efforts were made to discover real and essential truth, and to teach what could be demonstrated. Hence the new impulse given to the exact sciences, and the introduction into Greece of the study of Geometry from Italy or Magna Grecia, where in secret societies Pythagoras had stealthily taught his doctrines, but which were first publicly taught in Greece, by Plato and his associates.

Of so much consequence did he deem the study of Geom-

etry, as introduction to the study of philosophy, that he wrote over the gate of the gardens of Academus—"Let no one enter here who is destitute of Geometry."

Thus was settled forever as a prime requisite of all sure intellectual progress, that the mind be first grounded in the knowledge of essential truth, and redeemed from the control of mere conjecture and opinion. Rarely have we seen the practical uses of this great advantage gained by the study of mathematical sciences, so clearly presented, as by Dr. Whewell, in the following passage.

"What was the need of Geometry for the disciples of Plato? What use was he to make of it? What inference was he to draw from it when they had it?

"Precisely this inference; that there was a certain and solid truth, a knowledge which was not mere opinion; that man has powers by which such truth, such knowledge, such science, may be acquired; that therefore it ought to be sought not in Geometry alone, but in other subjects also; that since man can know certainly and clearly about straight and curved, in the world of space, he ought to know, he ought not to be content without knowing,—no less clearly and certainly, about right and wrong in the world of human action."—Page 13.

To the Greek philosophers then, are we indebted for those disciplinary studies, which have for their end, the teaching of what is essential TRUTH. The doctrine of the RIGHT or the JUST was the great end and aim of Roman education. This was comprehended in the science of Roman Jurisprudence. Dr. Whewell says "the Law of Rome was the main part of the education of the Roman youth;" and that the same study occupies most of the universities of Europe to this day. "The Roman law is still the main element of the liberal education of Italy, of Germany, of Greece, and in some degree, of France and Spain."

Dr. Whewell insists that a thorough training in elementary Geometry, and in general Jurisprudence, as these branches were studied in ancient times, would give an amount of intellectual discipline, which would be equal to that enjoyed by three-fourths of the young men in our own age of boasted light and educational advantages.

But with only that training which the *deductive* sciences of Geometry and Jurisprudence give, the education of ancient times was incomplete, and that of the moderns, also, to far too great an extent.

The want of the *inductive* processes is the great defect of the ancients. But if the inductive method is applied in a proper form and degree, it makes such a complement to the ancient processes, that with them there is developed a perfect theory of education; and the great fruits of the *inductive Philosophy* of

which Galileo, Descartes, Bacon and Newton were the founders, furnished the means of *inductive* training, as an indispensable part of all education, which shall meet the wants of the present and the coming ages. And therefore Dr. Whewell recommends the "exact and solid study" of some one of the natural sciences, as tending to produce results on the mind and character, of hardly less value than those which flow from the study of the ancient deductive sciences, which all the world always have, and always will deem essential.

Dr. Whewell dwells upon the importance of *exact* and *solid* knowledge in the natural sciences, with the greatest emphasis.

He would have it understood, that, in this department of knowledge, there is the widest distinction to be made between *real* learning, and that which is falsely so called; that in *science*, as well as in literature, there is danger of mere *verbal* knowledge, or in acquaintance with what is *said about* nature and her laws and operations; but which has but very little to do with the *real* knowledge of things, as they are.

In the conclusion of this Lecture Dr. Whewell has shown how it is that an imperfect knowledge of the natural sciences, and especially of the technical terms employed in them, become the means of delusion, when improperly employed, as they often are, by those who seek to build up under the name of science, what has no foundation but theory, and sometimes a very foolish imagination.

"There are," he says, "a number of scientific words current among us, which are applied with the most fantastical and wanton vagueness of meaning, or of no meaning.

"At all periods of science, probably, scientific terms are liable to this abuse, after scientific discoveries have brought them into notoriety, and before the diffusion of science has made their true meaning to be generally apprehended. The names indeed of *attraction*, *gravitation*, and the like, have probably now risen, in a great degree, out of this sphere of confusion and obscurity, in which any word may mean any thing.

"But there are words, belonging to sciences, which have more recently reached scientific dignity, which words, every one, pursuing fancies which are utterly out of the sphere of science, seems to think he may use just as he pleases.

"*Magnetism*, and *Electricity*, and the terms which belong to these sciences, are especially taken possession of, for such purposes, and applied in cases in which we know that the sciences from which the names are *conveyed* have not the smallest application.

"Is Animal Magnetism anything? Let those answer who think they can; but *we* know it is not *magnetism*. When I say *we*, I mean those who are in the habit of seeing in this place [the Royal Institution] the admirable exhibitions of what Magnetism is, with which you have long been familiar.

"And assuredly, on the same ground I may say, that you have been shown, and know what Electricity is, and what it can do, and what it cannot do, and what is not Electricity. And having had the opportunity of seeing this, you, at least, have so much of the culture of the intellect which inductive science supplies, as not to suppose that your words would have any meaning, if you were to say of any freak of fancy or will, shown in any bodily motion, or muscular action, that it is a *kind of Electricity*."

EASY METHODS OF INSTRUCTION.

BY MISS SARAH E. WIGGIN, OF CAMBRIDGE.

GOD has created a beautiful world, and is continually forming countless souls to dwell therein. The one great aim of education is to train these souls; to awaken and arouse them to a full knowledge of the strength and power within them, and to direct aright the operation of that force. Its great effects should be to root out the sin which so mars the beauty of the Creation,—to produce happy beings whose lives shall be true and pure,—and to enable each one of us to say, when the day of reckoning arrives, "Lord, thou deliverdest unto me two talents: behold, I have gained beside them, other two talents."

To accomplish this great end, the whole human nature is to be educated; and every human being should become both teacher and pupil to every nature with which he is placed in contact. It is not the physical man alone, neither is it the intellect chiefly that must be trained. The Father has given us hearts and souls as well as bodies and minds, and of the elements composing these, we are to make man as perfect as he is capable of becoming. If we fail to labor assiduously with this purpose in view, we bury our talents in the earth, rendering ourselves wicked and slothful servants.

To the teacher, technically speaking, is particularly assigned the training of that part of human nature called intellect; while too often to the child himself is left the care of the physical part, and to him who "finds some mischief still, for idle hands to do," the *moral* culture is given.

The *intellect* alone, however highly cultivated, does not make the man. Why then must the *intellect* be so diligently enriched and trimmed and digged about, while its associates are left to the weeds and brambles? Every good and faithful teacher, I doubt not, feels the pertinency of the question, and would gladly free himself from a certain sense of unfaithfulness which haunts him at times, on the subject. But *how* is it to be done?

The public school teacher is hired, and into his hands is given the charge of fifty, a hundred, or five hundred children, of various ages, capacities and acquirements. He is to work by a system for a given time, and *in* that time and *by* that system certain results must be produced. If these results fail to appear, — the *system* is *perfect*, there can be no flaw in *that*, — it is the *teacher* who is in fault, and his name and occupation are gone at once.

One must earn one's daily bread. If one would enjoy life's blessings, he must earn the wherewithal to purchase them; for they must be *bought*, and sometimes dearly too. In this way our schools too frequently become pieces of complicated mechanism; a sort of hand-organ, while we stand by, — passive agents turning the cranks. We have *too much mechanical system*, and *too little thinking*; too much chaining of the nobler faculties of heart and soul; too much binding of the intellect, and then forcing it to grind out continually its half-dozen tunes, and finally to wear itself out with grinding.

Let us arouse ourselves from this stupor. Let us free ourselves from this web of necessity in which so many of us are becoming entangled. Let us do what we can to *educate truly*, never fearing for results; and let the *motives* to be urged in influencing us, be the dignity of human nature; — the worth of souls.

To the female teachers of our land, is given generally, the *beginning* of the great work of education. As early as the child is old enough, he is sent to a Primary school; and as in this place we have nothing to say of family education, which, after all, is by far the most important, let us commence our acquaintance with him, on his introduction to that establishment. If parents have faithfully performed their duties, the teacher has but to build upon a foundation already firm; but I am sorry to say, in very many cases, a strong, though entirely false structure is first to be demolished, ere the true corner stone can be fairly laid.

It is very important that the Primary school be not too large. If a teacher would *really instruct* profitably what is given him in trust, his mind should not be overburdened with a multiplicity of care, — a perplexing conviction that he has more to do than he *can* do. Nevertheless, a person may do *some* good to many pupils, though he can do vastly *more* for a small number. In the first place, then, let the number of scholars assigned to one teacher, not exceed thirty or forty, that we may not be continually disheartened by the feeling that we *would* do our work faithfully, but we have not time.

Here then our task is before us. Thirty or forty little human beings, full of life and animation; and we are to

"waken" as is often said, "their slumbering energies." Oh no! these energies are not sleeping, even in the youngest child. They are all alive, all awake; only waiting for the time when he shall feel his own strength and power. We are to arouse within them a hungering and thirsting after knowledge, that shall never rest satisfied with a mediocrity of supply, but shall go on increasing in intensity, till it has swallowed up all of God's creative mind that humanity is capable of comprehending; and what mortal shall dare to limit those capabilities?

The teacher must awaken the child to a consciousness of the force of intellect that is in him, show him the importance of his own soul, make clear to him that the sources of happiness and misery are within his own heart, and endeavor with all his might, by advice, principles, precept, example and experience, to give the right direction to this wonderful mystery, the mind. When all this is accomplished, the pupil must educate himself, for good or evil.

It is an old and favorite similitude, — the likeness between a new-born child and a block of marble, or a stainless sheet of paper; but the similitude is imperfect. The teacher and the sculptor are *not* the same. The mind is *not* a senseless block, or a blank page. The sculptor may make what he *will*, out of inactive matter; the scribe may write his ideal upon a blank; but the teacher must mould to beauty and goodness a living reality which God himself has created, and which would, if left to the adverse influences that all minds must meet and buffet in this world, almost inevitably degenerate from its first estate to a hideous deformity.

Many will shrink back from this view, and say, "it is too much; we cannot." True, it is much, but let us ask ourselves seriously and earnestly, if it is not our duty? If it is, then "cannot" is no word to use in reference to it. "Try" will effect wonders.

What "easy methods" shall we use in commencing our labor? Through the senses the mind gains knowledge. One child may *see* actually very much more than another; but children should be *taught* to observe. This may be easily and pleasantly accomplished by interesting the pupil by the relation of simple facts concerning the world about us. Not at all in the *Gradgrind* way, by which a horse is a horse only in a useful and practical point of view, and there is no such thing as a *picture* of that animal of fact, — but by showing the relation between cause and effect, thus setting at work a spirit of investigation that will never die. As the mind becomes more mature it will commence some simple course of reasoning for itself, and this habit once formed, will grow with the mind's growth and strengthen with its strength.

It is often and truthfully asserted that it is almost impossible to make children, and particularly *young* children, *study their lessons*. Let us see if we cannot find a reason. A reading book is placed in the pupil's hand, and a page pointed out for him to study. Perhaps the teacher reads it aloud, that the child may have the benefit of hearing the hard words pronounced, and then the study hour commences. For a few minutes the child's eyes are fixed upon his book, and he *tries* to study. It is a sermon perhaps, or a philosophical essay, (for we find plenty such in many reading books), and the little mind, unable to comprehend the matter, turns from it with a dislike which soon ripens into an abhorrence to study that will be hard to overcome.

Let us have reading lessons that children can understand; good moral stories, pleasant, simple anecdotes, explanations of the nature of minerals, botanical and physiological truths, and plenty of extracts from such works as the "Rollo books;" these, together with the sweet hymns and songs which our language produces so bountifully, arranged in a reading book, would extract more study in a given time, than all the sermons and essays ever compiled between two covers could do.

Spelling may be best taught in the same way. Let the child clearly understand the meaning of the words he is required to spell, and the task will be an easy one. The progress may not be so rapid *apparently*, as that produced by some mechanical plan, but it will be *sure*, and what is once learned will never be forgotten.

We have text-books of Geography, with lessons of map questions and lessons descriptive. These are all very useful in their places, and *may be made* to do much good. But after all, when the pupil has committed to memory every answer to every question the book contains, if that be *all*, he is very little better or wiser than he was before. A teacher may ask set questions, and obtain set answers, day after day and year after year, till all our text-books are exhausted; but will that process *educate* a child? Surely not. Much more may be really learned in one hour's conversation between teacher and pupils, — in one hour's recitation, conducted with a purpose of making plain, and clear, and comprehensible, the subject matter, than by weeks of study from text-books alone, and mechanical repetitions.

Now again teachers will say, "We have not time." True, we need much more time than is given us, but we can still do *something*; let us do it in the right way.

We do not fall so often into error in teaching arithmetic, though that too is frequently taught mechanically. We generally find in our common schools, that we have more scholars who seem really to understand this branch, than any other.

They *love* to study arithmetic ; and why ? Simply because they are not confined to text-books alone. There must be necessarily much oral instruction, much thinking, much practice ; and consequently the matter is made clear to the child's mind as he goes on. Therein lies the whole secret of success in *teaching*. Steam may be the very best agent in the world to propel an engine ; a complexity of wheels and a mainspring may keep the best of time ; but neither steam nor wheels, nor any winding-up process whatever, can avail with the mind. It must *act* of itself, must see, know, and comprehend.

I have heard teachers object to so much explanation and familiar conversation with children about their lessons, on the ground that such a course tends to make the pupil depend upon his teacher instead of his own mind, as is intended. But there is no necessity that such a result should follow. Let the instructor explain and question, and draw out questions upon a certain subject ; connecting his teaching perhaps with a page from the text-book : then, at the proper time for recitation, let him require a thorough exposition of the same subject from his class ; not a mere repetition of the words contained in the book, but a clear, concise account of the matter ; and if this course is carried out fully, *can* the scholar depend on anything else but his own exertions, — his own mental efforts ?

All this may look like a very laborious task. It *is* hard. Teaching is always a hard task : but it is *easy* also ; and all teachers know and feel that it is *easiest*, when we can see that our pupils really *know* of themselves what we have endeavored to teach them. A sudden look of intelligence in a child's eye, as he catches the true meaning of some difficult problem which we have spent hours and perhaps days in expounding to him, more than repays us for those hours ; and the assurance that the seed we have planted has taken root, and will grow, and thrive and bring forth fruit, is the sweetest reward we can receive.

There are children, more or less, in all schools, who will not be taught reasonably ; who cannot be induced to love learning for itself, or for the benefits it bestows ; whom no kind incentives will influence, in whom we can excite no real ambition for virtue and truth ; in short, who seem determined to educate themselves only for evil. But thank God, they are few comparatively, — the exceptions to the beautiful. For such let us do always what we can, kindly if we may, severely if we must. And though they may seem only to mock our endeavors, the germ of truth and right hidden away in their hearts will be touched, and in due time, though we may not live to see it, good results will follow, as surely as there are a seedtime and a harvest.

Kind words, cheering smiles, and looks of approbation, are

very efficient agents in the school-room. Teachers should always be ready to approve the right, and not, as is in many instances the case, receive the good passively, as if it required no effort. This is all very well in the intercourse of man with man, but we are apt to forget that *children are not men*.

Let us never find fault unless it is absolutely necessary. A teacher who is continually fault-finding, will soon discourage even the most ambitious scholar. Let us treat them always as reasoning, thinking, immortal beings, able to do *anything* that they firmly purpose to do, and capable of growing very near to the heavenly.

Here is a great work to be accomplished, and we are but "hewers of wood and drawers of water;" but it is early morning now, and the task is well begun. Let us do *our* work faithfully, and faint not by the way.

AN OLD SCHOOL AND ITS MASTER.

THE year 735 gave birth in the city of York, England, to Alcuin, who rose to great eminence as a teacher; and he may be regarded as the minister of instruction in that day for the greater part of Christendom. He gave great attention to the circulation of correct copies of the Scriptures, sending one to each of the principal abbeys or cathedral churches. In the retirement of his age, and when the emperor Charlemagne was also past the meridian of life, Alcuin sent him a copy of the whole Bible, carefully corrected throughout by himself. It was accompanied with a letter from which we give an extract:

"I have for a long time been studying what present I could offer you, not unworthy of the glory of your imperial power, and one which might add something to the richness of your royal treasures. I was unwilling that while others brought you all kinds of rich gifts, my poor wit should remain dull and idle, and that the messenger of even so humble a person as myself should appear before you with empty hands. I have at last found out under the guidance of the Holy Spirit, a present which befits my character to offer, and which it will not be unworthy of your wisdom to receive. Nothing can I offer more worthy of your great name than the book which I now send, the divine Scriptures, all bound up in one volume, carefully corrected by my own hand. It is the best gift which the devotion of my heart to your service, and my zeal for the increase of your glory, have enabled me to find."

As long as Alcuin resided at the court of this emperor, which was for some years, he was the head-master of what was called

the School of the Palace. Here his pupils were Charles, Pepin, and Louis, the three sons of Charlemagne, with other young noblemen; and the interest which was thrown into his instructions by the skill of the teacher, attracted several of the older persons of the court, princes, councillors, and bishops, and sometimes the ladies also, to listen to his lectures. He encouraged the pupils to ask questions, and made it a part of his plan to give such striking, short answers, as would impress the memory. As a specimen of these performances we give a short dialogue between Pepin and Alcuin; some of the answers will be found to suggest beautiful thoughts.

Pepin. — What is speech?

Alcuin. — The interpreter of the soul.

Pepin. — What gives birth to the speech?

Alcuin. — The tongue.

Pepin. — How does the tongue give birth to the speech?

Alcuin. — By striking the air.

Pepin. — What is the air?

Alcuin. — The preserver of life.

Pepin. — What is life?

Alcuin. — An enjoyment for the happy, a grief for the wretched, a waiting time for death.

Pepin. — What is death?

Alcuin. — An inevitable event, an uncertain voyage, a subject of tears for the living, the time that confirms wills, the thief that makes its prey of man.

Pepin. — What is sleep?

Alcuin. — The image of death?

Pepin. — What is liberty for man?

Alcuin. — Innocence.

Pepin. — What is the waking sleep of which I have heard you speak?

Alcuin. — Hope, a waking dream, cheering our toil, though it lead to nothing.

Pepin. — What is friendship?

Alcuin. — The likeness of souls.

Pepin. — What is faith?

Alcuin. — The certainty of marvellous things and things unknown.

Sometimes Alcuin would try the wits of his young pupil with riddles or puzzling questions in turn. Here is a specimen.

Alcuin. — I have seen a dead man walking, — one that never was alive.

Pepin. — How can that be? explain.

Alcuin. — It was my own reflection in the water.

Pepin. — Why could I not guess it, having myself so often seen the like?

Alcuin. — Well, you have a good wit ; I will tell you some more extraordinary things. One whom I never knew, talked with me, without tongue or voice ; he had no life before, nor will he live hereafter, and I neither knew him, nor understood what he said.

Pepin. — Master, you must have been troubled with a dream.

Alcuin. — Right, my child ; hear another : I have seen the dead beget the living, and the dead have been then consumed, by the breath of the living.

Pepin. — You speak of a fire kindled by a rubbing dry sticks together, and consuming the sticks afterwards.

Such ways of exercising the first efforts of an inquiring mind, are not quite out of date with gentle teachers of our own time ; and the kind-hearted ingenuity of Alcuin, more than a thousand years ago, may not be unworthy of the imitation of a more refined age. — *Antiquarius, in Watchman & Reflector.*

THE PUBLIC SCHOOL.

AMONG the rugged hills of New England, in its most fertile valleys, there could not be found a place more beautiful than the little village of S. The rapids, a few miles below, prevented larger vessels from ascending the stream which formed its western boundary, and just at the verge of evening, the little steamboat, the invention of one of the citizens of the village, in accomplishing its daily task, might be seen rapidly gliding up the river.

The stranger, the pleasure-seeking traveller, and the returning wanderer alike felt the beauty of the scene, as the departing rays of the setting sun gilded the unruffled surface of the stream, and lighted up the lowly cottage, and the elegant mansion of the more wealthy citizen, which the numerous groves of majestic forest trees did not wholly conceal. The tall spires of the different churches, and the lofty elms near the back, were faithfully reflected in the stream, and as its windings brought into view the blue hills in the distance, one could readily believe that his childish dreams of fairyland were partially, if not wholly realized.

In the centre of the town stood the public school-house, and at the time of its erection, the site must have been a pleasant one. But as the population increased, a new Town House was needed, and soon a spacious brick building towered above the humble school-room, the large yard in front having been selected as the most suitable location. The narrow space between the two, furnished the only playground for the hundreds of children who gathered there from day to day.

The lower rooms of the new building were soon occupied by mechanics, and the incessant din of the tinman's hammer was heard above the voice of the teacher and the busy hum of the school-room. The erection of a building so near, gave to the dingy walls of the school-room, a still more gloomy cast, and as if the light of heaven were a blessing too great to be enjoyed, each window on the side next to the new building was lessened one-third, by a thick, heavy plank nailed across it. The object was attained. No scholar could look out, and the stranger could not look in; but was anything gained by making the school-room less inviting, less cheerful in its aspect than the interior of the county prison?

It was exclusively a school for girls, and in this lay its peculiar excellence it was thought, wise men in power having ascertained that boys are not suitable companions for their sisters, an opinion entertained by many at the present day, and that they should never be associated in school after the age of five or seven.

In this arrangement, whether a regard for the welfare of the children, or for the purses of their parents, was the ruling motive, remains a matter of uncertainty. A competent teacher was provided for the boys, and a thorough course in physical science and the classics pursued, while their more docile sisters were left to study arithmetic, grammar and geography, with a teacher but little in advance of themselves. One term was generally sufficient to send such a teacher to seek some other employment, and lead her to renounce forever the occupation of instructor. Occasionally a teacher was found, herself a living model of what she would have her pupils become, who would patiently toil on, endeavoring to inspire them with a love of knowledge and of all that is good and beautiful. The memory of one such still lingers in the hearts of many who are at this moment acting out in distant lands, in homes remote from New England's favored soil, the principles they received from a teacher whom they still love. Parents seldom visited the school, and the announcement that it was "examination day" generally failed to rouse more than one or two to the performance of their duty in this matter.

A young physician or lawyer, desirous of obtaining an introduction to the public, would consent to act as school committee for one year. With no sympathy for children, and their improvement being a matter of no very great anxiety to him, he considered his duty discharged if, at the end of each term, he spent an hour in the school-room, and at the close of the exercises pointed out, with all the sternness he could command, whatever he had noticed that was wrong. The faults were many. The teacher was disheartened, the scholars discouraged. They did not expect to learn much in such a school, and as soon as an

opportunity presented itself, both teacher and scholar left it without regret.

Years have passed away. Progress and improvement are manifest on every side, but in nothing are they more apparent than in the village school. The old brick school-house is now quite hid. It has passed into other hands, and is used for other purposes, and it would be difficult to find the original building in the block of which that has been made to form a part. Public opinion is also changed, and the boys and girls are associated in the same school, pursuing a course of study under a discipline that cannot fail, if rightly improved, to prepare them for the active duties of life. The new school building, for pleasantness of situation and beauty of architecture, is not surpassed by any private residence. The good taste of the occupants is visible in the beautiful fountain, the evergreens, and the great variety of flowers that adorn the yard. The whole interior arrangement shows that the wants of the children and youth have been fully understood, and met with a corresponding liberality. Parents enter the school-room as familiarly as they do their own homes, and the crowded audience at the examination indicates with what interest the improvement of the pupils is noticed. The blessings of many a grateful parent, at this moment, rest upon those, who, resolutely executing the plan of our forefathers, provide for the education of all; those who are struggling with poverty, as well as those who, basking in the sunshine of prosperity, have never known want.

Take one example. Suddenly deprived of the companion of her youth, and left to struggle alone for the maintenance and education of her children, Mrs. Mansfield returned to her native village. With a solicitude which none but a parent can feel, she watched the development of their opening faculties. The fearless, joyous spirit of Harry found ready sympathy, and merry-hearted associates gathered around him wherever he went. Whatever he would obtain, he pursued with ardor and unconquerable energy. Day by day did the fond mother endeavor to direct the current of those powers which would not be checked, and place before the mind of her impetuous son, an object worthy of his noblest efforts. But if her judgment led her to decide without hesitation that the public school was just the place for Harry, she had her doubts when the same school was recommended for his more thoughtful sister. For Anna Mansfield possessed a gentle spirit. Reproof she seldom needed, and a harsh word from one she loved was sufficient to unlock the fountain of her tears, and send her away to weep in solitude. And one who watched her varying countenance, now radiant with smiles, the index of a merry heart, and now bathed in tears at the recital of another's wo, could readily imagine

that the language of the poet had been addressed to none but her.

"Thy cheek too swiftly flushes; o'er thine eye
The lights and shadows come and go too fast;
Thy tears gush forth too soon, and in thy voice
Are sounds of tenderness too passionate
For peace on earth."

Mrs. Mansfield felt that another ingredient had been added to the bitterness of her cup, when her scanty means compelled her to send her timid, gentle Anna to the public school with boys. But whatever may have been her own anxieties on the subject, they were not communicated to her children, and Harry and Anna mingled with the assembled group the happiest of the happy. Pursuing the same studies under a wise and faithful teacher, they were mutual helpers to each other, and Anna soon acquired that self-control which enabled her to stand before a large school or a crowded audience at an examination, and with calm self-possession, not at all incompatible with true modesty, distinctly tell what she knew. The sparkling eye, the animated countenance, and the distinct enunciation, plainly declared that she understood her subject, and that she had lost nothing, but gained much by attending the public school. The happiness and improvement of her children convinced Mrs. Mansfield how groundless had been her fears, and now she reckons among the blessings of her condition that they are able to continue their studies in a district school.

If the proud millionaire who walks the streets, would condescend to enter the school-room, and learn how many like Harry and Anna are blessed through his instrumentality; how many are saved from ignorance and consequent wretchedness and want, would he not open his purse less reluctantly? If he could stand in the teacher's place, and for one short week, perform the labor, and endure the anxiety, that ever attend a teacher's life, would he allow himself to say that personal aggrandizement alone, prompts the desire to occupy a large and commodious school-room?

But there is a class of persons who stand aloof from this whole matter. Having no relative to be benefited by it, the school is never visited, and the demand which the law makes upon them for its support is met with a growl or a groan. Why do men of wealth complain of the system which compels them to aid in the education of those children whose parents are less favored than themselves? Do they not know that New England stands now, the glory of all lands, on this very account?

Life is a school. We are all scholars, and, much as we may dislike the employment as such, all are teachers, each responsible for the instruction he imparts. A gentleman who sought no

higher good than the gratification of his appetite and his love of ease, was one day walking in one of the principal streets of a large town, when a snowball whizzed by his ear. He turned, and seeing a company of boys not far behind him, hastily concluded that in their sport his own hat had been used as a target. Boiling with rage he immediately presented himself at the door of the school-room, and entered a complaint against the unruly pupils. The offender was sought out, justly reprimanded, and the impropriety of snowballing in a crowded street fully laid before him. But had his own person been assaulted intentionally, (which was not the fact,) would it have been anything more than acting out the lesson the gentleman himself had taught them in the morning, when, grouped together on their way to school, he had accosted them with, "Get out of the way. What are you doing here" ?

No one expects that all who complete a course of thorough instruction in our common schools will occupy high stations in life. They cannot all be ministers, or lawyers and statesmen, but they can all learn, equally well, life's great lesson, how to be happy. They can all learn that he is not, cannot be happy, who lives for himself alone. They can be taught what many are so slow to believe, that it is not his occupation, the cut of his coat, or the quality of its texture that makes the man, but something quite independent of these.

They may be shoemakers, brickmakers, or they may pursue an occupation still more humble, and if it be an honest one, they may, at the same time, possess within themselves sources of happiness which the gold of California can never purchase. And if, in the course of time, one more favored than the rest, should arrive at the dignity of being a constable in the little village in which he has taken up his abode, will a cultivated intellect, and a heart which will not allow him to exult over a fallen brother, unfit him for the duties of his office, or render him less capable of performing them ?

We hope to see the time when schools of a high order shall exist in every town and village throughout New England ; when maps, globes and philosophical apparatus shall be considered as essential to the mental improvement of the pupils, as are the chairs on which they sit to their physical comfort.

We would that the sons and daughters of New England, in strength of principle, in moral courage, in intellectual greatness, not only resemble her granite rocks, but that they also become like "corner stones polished after the similitude of a palace."

THE LADDER OF ST. AUGUSTINE.

BY HENRY W. LONGFELLOW.

SAINT AUGUSTINE ! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame !

All common things — each day's events,
That with the hour begin and end,
Our pleasures and our discontents,
Are rounds by which we may ascend.

The low desire, the base design,
That makes another's virtues less,
The revel of the giddy wine,
And all occasions of excess ;

The longing for ignoble things,
The strife for triumph more than truth,
The hardening of the heart, that brings
Irreverence for the dreams of youth !

All thoughts of ill — all evil deeds,
That have their root in thoughts of ill —
Whatever hinders or impedes
The action of the nobler will !

All these must first be trampled down
Beneath our feet, if we would gain
In the bright field of Fair Renown
The right of eminent domain !

We have not wings — we cannot soar —
But we have feet to scale and climb
By slow degrees — by more and more —
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their frowning foreheads to the skies,
Are crossed by pathways, that appear
As we to higher levels rise.

The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.

Standing on what too long we bore
With shoulders bent and downcast eyes,
We may discern, unseen before,
A path to higher destinies.

Nor deem the irrevocable Past
As wholly wasted, wholly vain,
If, rising on its wrecks, at last
To something nobler we attain.

FORMATION OF CHARACTER.

MUCH has been said and written on the subject of Education, and much remains to be said. Its results are as imperishable as the mind itself, and too much care and study cannot be bestowed upon it. Although many improvements have been made, and the best method of imparting a knowledge of some of the sciences may have been ascertained, one devotedly engaged in conducting the education of others, feels that only a beginning has been made. While he delights to perceive the development of the expanding intellect, he is anxious that the motives which are to guide that intellect be high and worthy. It is no trifling part of the duty of a teacher to ascertain the different qualities of mind possessed by those who are subject to his direction. These qualities constitute the character, and are in part the result of education. The foundation, no doubt, is laid in early life, and its original elements are bestowed by Nature, who seems to delight in forming a pleasing variety here, as well as in the features of the countenance. It is still an unsettled point which is the most influential in forming the character, the natural disposition, or education. Among those who think education is the chief agent, is Elihu Burritt; but those of common ability judge that if his natural powers were not very uncommon, there would be more than one "Learned Blacksmith" in a generation. The

question may be left to the decision of philosophers while the teacher aims to make education do all it can. He should have a clear perception of what constitutes the noblest character, and then imitate the skilful gardener, who bestows upon each plant the culture it requires, neither expecting, nor desiring that they should be exactly similar, but that each may be beautiful and perfect. The teacher cannot control all the influences which operate upon his pupils, but if he has a place in their affections, he can counteract much in those influences that may be evil. With truth, character is said to be made up of the fragments of other characters. In some persons, these fragments appear to be thrown together, and remain in separate parts, instead of taking a fixed form, and these are as incapable of independent action as an infant of using the strength of manhood. It is painful to behold them so much at the mercy of circumstances. While surrounded by associates of right principles, they appear to be like them, but if suddenly placed among those of a different stamp, they soon sink to a level with the lowest. In others these fragments serve only to strengthen and consolidate that which is already formed, producing a beautiful and symmetrical whole. Whatever may be their circumstances or situation, their even course, in the way they have marked out for themselves, resembles that of a star in its orbit, and their position in times of difficulty and trial, may be predicted with as much certainty. If each could discern his own character as clearly as it is discerned by others, he would know what fragments, to receive and what to reject, in order to improve it. No teaching is so powerful as that of the living example; and as that of the teacher is so constantly before the pupil, it is to be expected that some fragments of his character will occupy a place in that of his pupils. This is often quite apparent. Should he not then perfect himself for the sake of others? We look around us in vain for a perfect model. None possess all the excellent qualities accompanied by no defect. But a choice few may be found, who although imperfect, are truthful and sincere, ever pursuing that which will promote the best interests of their fellow creatures. They have attained a true idea of life, and their noble character shines through their various acts of benevolence. Nothing is more delightful than to see one wisely directing, and constantly employing, all his talents in benefiting his race. Such live to bless and be a blessing, and are worthy of imitation. But let those who would copy their example remember that their highest excellences are attained by following the example of Him in whom every perfect and excellent quality is concentrated.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

THE seventh annual meeting of the Hampden County Teachers' Association, convened at the Methodist Episcopal Church in Westfield, at 2 o'clock, P. M., on Friday, Nov. 17th.

The Association was called to order by the President, Charles Barrows, of Springfield, and opened with prayer by the Rev. Dr. Davis, of Westfield. After some congratulatory remarks by the President, the Rev. Dr. Cooley, of Granville, was introduced to the audience, when he proceeded to deliver an interesting and instructive address upon "Educational reminiscences of former times." A discussion followed, upon the use of the Bible in schools; the question having been suggested by the previous lecture. The discussion was opened by Mr. Goldthwait, of Westfield, who spoke of the vicious tendencies of pupils, and of the moral and religious restraints which should be brought to bear upon the minds of the young. Mr. Parish, of Springfield, followed, viewing this as a question of great magnitude — reverting to his early experience as a teacher, the degeneracy of the age, and the necessity of elevating the standard of moral instruction. The discussion was continued by Mr. Wells, of Westfield, who showed that the reading of the Bible in schools, was a question in which communities are taking a deep and somewhat exciting interest at the present time, and the necessity of kindness and discretion, in dealing with the prejudices in society on this subject.

Adjourned to 7 o'clock, P. M.

Met pursuant to adjournment. A lecture was then delivered by the Rev. E. B. Huntington, of Waterbury, Conn. Subject, "The connection between physical and mental education." The lecturer proved himself master of his subject, presenting it in a manner calculated to please and interest the hearer.

After the lecture, the subject of the afternoon's discussion was continued by Wetherell, of Amherst, and Wells, of Westfield. The subject of "Primary schools and their relation to schools of a higher grade," was briefly discussed by Goldthwait and Wells, of Westfield, and Parish, of Springfield.

Adjourned to 8 o'clock, Saturday morning.

Met according to adjournment, when the Nominating Committee reported, and the Association elected, the following Board of Officers for the ensuing year: —

Charles Barrows, of Springfield, *President*.

W. C. Goldthwait, of Westfield, J. Tufts, of Monson, and O. Marcy, of Wilbraham, *Vice Presidents*.

A. J. Lyman, *Corresponding Secretary*.

E. F. Foster, *Recording Secretary*.

Ariel Parish, Springfield, *Treasurer*.

A lecture was then delivered by James McIntire, Esq., of Springfield, upon the "Superficiality of American scholars;" which the lecturer regarded as modern expediency and desertion of principle. The lecture embraced a wide field, and was replete with humor, talent, and well-spoken truths. The hearers manifested their appreciation of its merits by their undivided attention throughout its delivery.

After the lecture, the question of last evening's discussion was resumed by Mr. Boltwood, of the Palmer High School.

On motion of Mr. Parish, *Voted*, that our next meeting occur on the Friday and Saturday following the annual Fast.

After the customary votes of thanks to the lecturers, for their instructive and interesting addresses; to the people of Westfield, for their hospitality; to the proprietors of the Methodist Episcopal Church, for the use of their house; to the W. R. R. Corporation, for their liberality in furnishing free return tickets, the Association adjourned, to meet at such place as the Board of Officers may determine.

E. F. FOSTER, *Secretary*.

CHOATE ON THE PRICELESS VALUE OF THE LOVE OF READING.

[From his Address delivered on the Inauguration of the Peabody Institute.]

I COME to add the final reason why the *working man*,—by which I mean the whole *brotherhood of industry*—should set on mental culture and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has exhausted the frame; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; "the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes,"—some self-reproach, perhaps, follows you within the door; chills the fireside; sows the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up in youth, and held fast in all fortune, a genuine and passionate love of reading. True balm of hurt minds, of surer and more healthful charm than "poppy or mandragora, or all

the drowsy syrups of the world"—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest.

He recalls the annoyance that pursues him ; reflects that he has done all that might become a man to avoid or bear it ; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mohammedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard ; or worshipping at the springhead of the stupendous Missouri with Clark and Lewis ; or watching with Columbus for the sublime moment of the rising of the curtain from before the great mystery of the sea ; or looking reverentially on while Socrates—the discourser of immortality—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law ; or perhaps it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the “blessedness and glory of her own deep, calm and mighty existence.”

Let the case of a busy lawyer testify to the priceless value of the love of reading. He comes home, his temples throbbing, his nerves shattered, from a trial of a week ; surprised and alarmed by the charge of the judge, and pale with anxiety about the verdict of the next morning, not at all satisfied with what he has done himself, though he does not yet see how he could have improved it ; recalling with dread and self-disparagement, if not with envy, the brilliant effort of his antagonist, and tormenting himself with the vain wish that he could have replied to it—and altogether a very miserable subject, and in as unfavorable a condition to accept comfort from wife and children as poor Christian in the first three pages of the Pilgrim's Progress.

With a superhuman effort he opens his book, and in the twinkling of an eye he is looking in the full “orb of Homeric or Milton song ;” or he stands in the crowd breathless, yet swayed as forests or the sea by winds—hearing and to judge the pleadings for the Crown ; or the philosophy which soothed Cicero or Boethius in their afflictions, in exile, in prison, and the contemplation of death, breathes over his petty cares like the sweet south ; or Pope or Horace laugh him into good humor ; or he walks with Æneas and the Sibyl in the mild light of the world of the laurelled dead—and the court house is as completely forgotten as the dream of a preadamite life. Well may he prize that endeared charm, so effectual and safe, without

which the brain had long ago been chilled by paralysis, or set on fire by insanity!

To these uses, and these enjoyments; to mental culture, and knowledge, and morality—the guide, the grace, the solace of labor on all his fields, we dedicate this charity! May it bless you in all your successions; and may the admirable giver survive to see that the debt which he recognizes to the future is completely discharged; survive to enjoy the gratitude with which the latest will assuredly cherish his name, and partake and transmit his benefaction.

Resident Editors' Table.

GEORGE ALLEN, Jr., Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
G. J. CAPEN, Dedham. } E. S. STEARNS, . . Framingham.

JAMES M. LASSELL.

DIED in Cambridge, 18th of December, of consumption, JAMES MUNROE LASSELL, for nine years master of the Putnam Grammar School of that city, 87.

The subject of the above notice was born at Hollis, Me., Sept. 11th, 1817. His parents removed to Norway the following spring. Of his early history but little is known to the writer of this notice. His advantages for acquiring an education were exceedingly limited, but they were most faithfully improved. He lived on the side of a hill in a region of country where *coasting* can be enjoyed to the heart's content. But while the boys of his own age and condition in life were spending their holidays and evenings in this exhilarating amusement, he was seen at the window of his father's cottage, poring over his book, and storing his mind with useful knowledge. The circumstances of his parents were such as to require his assistance at an early age; but after his day's labor was done, he would ask his mother for a candle and go over to the old school-house opposite, where he could pursue his studies free from the interruption of the family.

Nearly, if not quite all of the regular instruction which he ever received was in the district school of his native village. The limited means which he enjoyed in youth was always a source of regret; but he looked with pride on the system, which in connection with his own efforts, had made him what he was. On one occasion, when an applicant for a school in the vicinity of Boston, he was asked by a clergyman, in what he considered rather a pompous manner, where he was educated? With an offended dignity and a warmth of feeling that

probably did not forward his application, he replied, "In the common schools."

He commenced teaching at about the age of twenty; and after having taught several district schools in his native State, he came to Massachusetts and commenced his labors in North Cambridge, in the fall of 1842. He was engaged in what was then a district school, and his first term closed in April of the next year. In October following, he resumed his labors in the same situation, and at the end of the second term, by his exertions, it was made an annual school, and he was appointed master. Here he remained till the spring of 1845, when he was transferred to the Putnam Grammar School, then just established at East Cambridge, where he continued, for over nine years, and till within a short time of his death, to discharge the duties of his office with distinguished fidelity and success.

In consequence of symptoms of pulmonary disease, he obtained permission in February, 1852, to be absent from school for several months, which he spent at Aiken, S. C., a favorite resort for invalids from the North. He returned to his school, with health much improved, in the following June. But consumption had already marked him for its victim. He continued gradually to decline, till at last he was obliged to give up entirely, the 24th of March, 1854. His interest in his own school, and in the school system of Cambridge, continued unabated to the end; and mid all the sufferings of a lingering disease, he manifested the fortitude of a man, and the resignation of a Christian.

As a man, it is sufficient to say of him, that his character was above reproach. Possessing very strong feelings and decided opinions, he seldom sought to influence the opinions or the conduct of others. So great was his desire to live in peace with all, that he never could be drawn into a dispute, though uncommonly tenacious of his own views. Dignified and affable in his deportment, treating others with the greatest civility and respect, he secured to a remarkable degree, the highest esteem of all who knew him. Standing at the very head of his profession, and with a mental power and energy that would have made him a marked man in any calling, his modesty was one of the most prominent traits of his character. He listened to the opinions of others with the greatest attention and respect; but he seldom advanced his own, and never except in the most diffident and unassuming manner. His intercourse with others was marked by the strictest integrity; and of him it might justly be said, he was God's noblest work, *an honest man*.

But it is of his character as a teacher, that we design more particularly to speak.

We are not of those who believe that a love for one's calling

is an essential requisite to success. We know not why an earnest, faithful and conscientious discharge of duty may not make a teacher successful, though he have no particular fondness for his profession. But there can be no question, that an ardent love for his business, united with the same fidelity and enthusiasm, will not only promote the happiness of its possessor, but will give him an immense advantage in any calling of life. This fondness for his employment was possessed by Mr. Lassell to an uncommon extent. He taught, as others do, for a livelihood, but he has often been heard to declare, that if he were worth a million he would still continue to teach. It is not known how early his attention was directed to the business of instruction, but this much is certain, that after he had chosen his profession, he devoted to it all the energies of body and mind.

A constant effort to improve himself as a teacher was a prominent trait of his character. His reading, his studies, and in fact, everything which he did, was directed to that end. He visited schools with great frequency, and where he found one particularly excellent, he went again and again. He was no mere copyist of any one, but the good points of a school he was quick to discern, and he possessed the happy faculty of incorporating them into his own. Probably no teacher was so well acquainted with the different methods of instruction in the vicinity of Boston as he; and many who read these lines, will remember his manly form and dignified bearing, as they recall to mind his frequent visits to their schools.

Order, with him, was the first law; and by order we do not mean simply stillness or quiet, but *system* and *harmonious action*. Every arrangement was the result of study and thought; and if his scholars were seated in a particular manner, or if his classes recited in a certain order, there was a reason for it, satisfactory to his own mind at least. If it is thought that there is too much machinery in such a system, we would reply, commend us to the machinery of intelligent design.

His standard was perfection. Whatever he undertook must be done in the most exact and thorough manner. No matter how trivial the thing in itself might be, it was one of the bundle of habits that made up the man; and in his opinion, "whatever is worth doing at all, is worth doing well." The same precision and order, therefore, were manifest in the most trifling concerns of school; or rather, nothing was considered trifling or unimportant that helped to form the character.

He had no hobbies to ride, but appeared to teach everything with equal facility and success. This in our judgment was a most striking excellence, and as *rare* as it is *striking*. Nearly

all teachers have a particular fondness for some one or two branches in which they excel, to the neglect of others of equal importance. This we think is wrong: and in our opinion, it is the highest praise to say of one, that he does and teaches everything well.

Another trait which he possessed in a remarkable degree, was an uncommon evenness of disposition. He had his trials, like others, we have reason to suppose, but so little did he manifest them, that his associates who knew him best, were never able to tell by his appearance, whether his school was going right or wrong. Those who know by experience how great an influence the feelings of the teacher have upon his pupils, will see at once, that this must have given him a great advantage in the management of his school.

He was also a man of great firmness and decision of character. When his mind was once made up as to the proper course to be pursued, no present ease or temporizing expediency could tempt him to deviate from it in the slightest degree. He made no rule to-day, to be repealed or disregarded to-morrow; there was no strictness of discipline at one time, to be followed by a corresponding laxness at another. He well knew that it was the *certainly* of punishment, not its frequency or severity, that made it effectual; and hence his promises could be relied on with the most undoubting conviction of their entire fulfilment.

To sum up his character in a single word, it may be said, that he possessed in a large degree all those qualities of mind and heart, that make a successful teacher. After an intimate acquaintance with him for more than twelve years, it is our deliberate opinion, that there is not a single attribute essential to the highest success in his profession, of which he did not possess fully an average share. Others, undoubtedly, have excelled him in particular points; but regarding his character as a harmonious whole, he had few equals—we doubt whether he has left a superior.

But he has been called away. Cut off in the prime of life, and in the midst of his usefulness, his loss will be severely felt by his associates in teaching, as well as by his family and immediate relatives and friends. But though dead, he yet speaketh. He has left us an example of fidelity, devotedness and perseverance, worthy of all imitation. May that example ever incite us to a more faithful, earnest, and conscientious discharge of duty: that when we, like him, shall be called to give an account of our stewardship, we may be as worthy as he to receive the welcome plaudit, "Faithful servant, well done."

M.

At a meeting of the teachers of the Public Schools of Cambridge, the following resolutions, offered by Elbridge Smith, Esq., Principal of the High School, were unanimously passed:

Whereas it hath pleased Divine Providence to remove from this life James M. Lassell, the former Master of the Putnam Grammar School, in this city — therefore

Resolved, That in the death of our late associate we are called to mourn the loss of one whose character as a teacher and as a man has done much to elevate our profession; that we contemplate with admiration the enthusiasm with which he gave himself to the work of instruction, and his high-souled devotion alike to the moral and intellectual welfare of his pupils; that we recognize with pleasure the uprightness and integrity which marked his character as a man, and which have secured for him our lasting respect and affection.

Resolved, That we regard the connection of Mr. Lassell with the public schools of Cambridge as marking an era in their history; that he has borne a prominent part in securing that degree of perfection in the classification of our schools which is in some degree the glory of our system; and that the life which has just been terminated in him has to no small extent been breathed into the various departments of our Public Schools.

Resolved, That in this bereavement, we find an additional motive to faithfulness and activity in the calling to which our departed brother consecrated his strength — that it may well be an object of ambition with us to emulate the example which he has bequeathed to us.

Resolved, That we will attend the funeral of Mr. Lassell on Saturday, the 16th inst.

Resolved, That a copy of these resolutions be transmitted by the Secretary of this meeting to the family of the deceased, and that they be published in the Cambridge Chronicle and Massachusetts Teacher.

DANIEL MANSFIELD, *Secretary*.

LE GRAND-PÈRE ET SES QUATRE PETITS-FILS. LIVRE DE LECTURE À L'USAGE DES ÉCOLES PAR MME. FOUQUEAU DE PUSSY. *First American Edition. Carefully prepared for American Schools, and furnished with copious Notes, by Francis S. Williams, late Sub-Master in the English High School, Boston.*

This book is recommended by Dr. Arnoult, a highly distinguished teacher of the French Language in Boston, and by the Principals of the Latin Grammar and English High Schools in that city, as the *best* book that can be put into the hands of pupils commencing to translate from the French.

In the use of the book with beginners it will be a good plan for the teacher to give a fluent and literal translation of the lesson, in advance of the pupil's work. This will excite an interest in the study and in the story itself. The services of a well educated native French teacher, are indispensable in the study of pronunciation and of spoken French; and we have always found that most progress is made when the English teacher is present to preserve order, and to insist on thoroughness, especially in pronunciation. We subjoin Mr. Williams's Preface, which explains the character of the book.

PREFACE TO THE AMERICAN EDITION.

The necessity of expurgating for American children a modern French work, written by a lady for the use of schools, and approved by the Royal Council of Public Instruction in France, may be obvious to those unacquainted with the views of the French, as to what constitutes suitable reading and proper topics of conversation for children. That such a necessity, however, exists, no one who has carefully read the whole of Madame Pussy's admirable little work will feel disposed to deny. But lest a misapprehension may arise from this circumstance in regard to the moral influence of all French works, we wish to say a few words upon this important point.

To those well acquainted with the subject it need not be said, that the French are as careful as our own nation, and perhaps even more so, as to the reading in which they allow their children to indulge; and that, consequently, many books which we feel no hesitation in placing in a child's hands are by them scrupulously withheld. But, on the other hand, they permit themselves to speak freely in the presence of children on many subjects which we on all occasions avoid. In both nations the proprieties of language itself are observed and required. The difference between the two lies solely in the topics which may or may not be spoken of.

The principle which guides the French seems to be this:—all books which serve to excite the imagination, inflame the passions, or corrupt the heart, are considered dangerous; and it need hardly be added, therefore, that the French pamphlet-literature, of which we see so much, and which we so justly condemn, is as carefully forbidden to the young, and avoided by the more mature of the female sex, as with us. But this does not prevent their speaking and writing without reserve on subjects which we avoid; their reason being, that such subjects cannot corrupt the heart, or produce any injurious influence on the moral character, and that an unaffected mention of them is less objectionable than their entire avoidance.

Without expressing, then, any opinion as to the relative

correctness of their views and our own on these points, we here simply state the fact, as a reason for expurgating many passages from this valuable work ; believing that it is not well, in any case, to do violence to national characteristics, or to suffer the young to read in a foreign language what would grossly offend their sense of propriety if met with in their own.

These exceptions to the work in its original form being made, and the present edition being carefully prepared in accordance with these views, we offer it confidently to the American public as the best French reading-book for beginners that has ever been published in this country ; in which opinion—the result of an experience in teaching from it for twelve successive years—we are sustained by the testimony of many accomplished teachers ; but, to enable teachers as yet unacquainted with the work to form some idea of its merits, we subjoin a brief sketch of its character and contents.

An aged French captain receives into his house for one year his four grandchildren, who are to attend a village school, and be under his guidance in their hours of leisure and amusement. These, with an ignorant and superstitious female domestic, form the principal speaking characters. Sunday being with the children a day of exemption from school labors, is passed, in company with their grandfather, in excursions to the neighboring country ; and the book is, therefore, naturally divided into fifty-two chapters.

The American child is at once astonished to find that the children of France engage on Sunday in labor and amusements ; but he cannot proceed far in the book without observing that the grandfather and his grandchildren are, notwithstanding, very devout, and occupied constantly in works of benevolence and charity ; and while he may not be able to explain of himself this apparent neglect of what he is accustomed to consider a sacred duty, he cannot but feel respect for the character of the personages introduced in the work, and offered as examples for the imitation of French children.

In the course of the book, occasion is given to the grandfather, by the incidents which make up the story, to furnish a series of lessons on the most important elements of character ; and the care he displays to encourage good qualities and eradicate bad ones, extending to more minute details than is common with American parents in the education of youth, furnishes a true and gratifying picture of the best characteristics of the French method of education. Among the virtues which he takes occasion to extol, and the growth of which he is ever watchful to encourage, are truth, humanity, charity, disinterestedness, prudence, economy, generosity, politeness, neatness, temperance in eating and drinking, obedience, humility, industry,

tolerance, honesty, self-command, gratitude, love of country, and the importance of punctuality. The value of each of these qualities is shown by some ingenious and always striking story, in which the ill effects of their absence are depicted.

A second prominent feature of the work consists in the introduction of what has been called with us the "Science of Familiar Things." One scene represents a person drowning, with the means taken to draw him from the water without danger on the part of his rescuers; then follow the means of resuscitation, with a statement of what treatment would be injurious, and of the mode of proceeding with persons suffocated by other agents than water.

At another time, the means of restoring a person rendered lethargic by cold, and again one who has been poisoned, are given in so life-like a manner, and so connected with an interesting story, as to render it impossible to forget them.

A chimney catches fire, and, while the old domestic is nearly distracted, the grandfather takes the most prudent measures for extinguishing the flames.

The superstition of Margaret, and her vulgar notions, furnish constant opportunity to the grandfather to explain supernatural events by natural causes, and to correct many erroneous popular ideas, which, it is probably known, are more common in France than in our own country.

As examples of this feature of the work, we would cite Margaret's superstitious notions of Will'-o-the-wisps, vampires, the sitting of thirteen persons at the same table, the upsetting of a salt-cellar, Friday's being an unlucky day, the Wandering Jew, &c., &c.; for all of which the grandfather assigns rational causes, or states the historical reason for the existence of the prevailing notions.

A third prominent feature of the work is the introduction of a few familiar lessons in arithmetic, grammar, and French history, with enough of mythology to enable one to understand the designs of painting and sculpture.

The means of preserving health by exercise, temperance and cleanliness, are very fully treated, and the most common natural phenomena are noticed and explained; such as lightning, meteors, the dew, the winds, seasons, and tides. Explanations occur of the coins, weights and measures of France, both of the old denomination and of the new; and throughout the work are incidental allusions to the manners, habits and modes of thought of the French, and to the events of the time when it was written, which was about the period of the overthrow of the government of Charles X.

The subject-matter of the book, it will thus be seen, is unusually instructive and suggestive, affording to the teacher by

the topics presented, constant opportunities for conveying useful information and impressive moral instruction, — the more valuable, in our opinion, for being incidental. The best feature of the work, however, remains to be noticed; and, as all the excellences of which we have spoken might, perhaps, be found in some one or more English works, we should not have so highly extolled this, were it not for this remaining characteristic. It is, that the book is throughout colloquial, — the every-day language of France, and, to those desirous of speaking French, for that reason invaluable. The study of histories, dramatic works and romances, conveys but one style of writing, and that not the one used in conversation. What American employs in daily life the language of our historians or literary writers? Or, to learn to speak our language, who would begin with the writings of Webster, Irving, Ticknor, or Prescott? Yet such has been the practice heretofore, to a great degree, in the books selected for the beginner in the French language.

The notes to the present edition have been prepared with especial reference to the difficulties encountered by beginners in the study of this book, as well as of the French language in general. For the first five chapters they are quite minute, and afterwards are confined to an explanation of those passages only which have been found by experience to present unusual difficulty.

It is also hoped that the notes will throw some light upon French manners and modes of thinking on various subjects. Americans have been too much indebted hitherto to English authors for their opinion of the French people; and it is believed that a perusal of this little work will tend to correct some erroneous impressions which have resulted from viewing them too exclusively through such a medium.

October, 1854.

F. S. W.

SARGENT'S SERIES OF READERS.

The standard Series of School Readers, edited by Epes Sargent, and published by Phillips, Sampson & Co., Boston, an advertisement of which will be found in our present number, are meeting with extraordinary success. The two highest of the series, "The Standard Fifth, or First Class Standard Reader" and "The Standard Fourth Reader" are having a rapid sale, and are receiving the highest commendations from competent judges. They are distinguished by the amount of labor bestowed on the introductory part, the system of references, and the high but simple character of the reading exercises. Their novelty, freshness, and good taste are procuring for this Series an unwonted degree of attention.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 3.]

F. N. BLAKE, EDITOR OF THIS NUMBER.

[March, 1855.

TEACHING AND TEACHERS;
A POEM,

Read before the Barnstable County Teachers' Convention, held at Provincetown, Mass., Thursday'
Dec. 29, 1851, and Published by request of the Association.

BY JOHN ROSS DIX, M. D.,

Author of "Pen and Ink Sketches," &c., &c.

WHERE Ignorance is bliss, the Poet cries,
Or rather sings, "'t were folly to be wise ;"
But Poetry, though polished, graceful, smooth,
Not always gives the utterance of Truth :
A humble rhymers—one whose modest name
Has never filled the swelling trump of Fame,
Tells us,—in words we can't but understand,
That " Learning 's better far than house or land ;"
For *these* departed, we may yet retain
The wealth of mind—the mintage of the brain ;
Wealth—Treasures that bear interest in old age ;
The Scholar's food—the young mind's heritage !

You, who will listen to my rhymes to-night,
May vainly hope for some poetic flight !
No Poet I,—the " faculty divine"
Has never been, and never will be mine ;
And could I, in harmonious numbers sing,
Such would not *now*, perhaps, be quite the thing :
Among such learned and scholastic folk,
Should he descant who ne'er felt learning's yoke ?

For my part, having fear of Critic rod
(So many Schoolmasters "being abroad,")
Before my eyes, I shall, with memory's scrawl,
But draw some Schoolday pictures on the wall,
Content if, when your minds these outlines strike,
Any should say—"the picture 's something like;"
But, if my vagrant pen, or errant Muse,
Should wander now and then—the fault excuse,
E'en though while theorizing, I may fail
To "point a moral, or adorn a tale."

Small need, in times like ours, that we should show
What mighty benefits from Knowledge flow;
And, judging from the light which gilds to-day,
The Darkness realize that 's passed away!
Yet, for a moment, with reverted glance,
We would survey the realm of Ignorance,
For they who 've felt the gloom of rayless night,
Can most enjoy the full meridian light!

Not with Pope's Indian, who with bookless mind,
"Saw God in clouds, and heard him in the wind;"—
Not with the Magi on the banks of Nile,
Who wrote their records with the pointed style,
Who rode not upon rails, nor sailed through air,
Would we the scholars of this age compare;—
Why should we, with pedantic toil, go back
So very far on History's twilight track,
Since for our purpose 't is enough to show
The change 'twixt *now* and fifty years ago?

In every city, hamlet, village, place,
You'll find—if you will only seek the trace—
That personage,—half real, and half myth,
Rejoicing in the name of Jones, or Smith,
Or, the perhaps as scarce cognomen—Brown,
The oldest 'habitant in all the town;
When you have found such venerable sage,
With memory green beneath the snows of age,
Seat you beside, and humor him awhile,
Till o'er his wrinkled visage steals a smile;
Then, though his voice may have a quavering tone,
How pleasantly he'll talk of seasons gone!
Long years of toil and trial may have passed,
Leaving his frame all but a wreck at last!
'Twixt Youth and Age, though decades intervene,
His memory bridges the great gulf between:

What happened a short week ago, in vain
 He tries to recollect—but years of pain
 Obliterate not the chronicles of Truth
 Graved on the enduring tablets of his Youth.

Just now, in Fancy's eye the Patriarch see,
 With a great-grandchild leaning on his knee,
 Or gazing up with mild and wondering look
 Into his face, as in some ancient book ;
 Or, with its little rosy fingers playing
 Among the white locks o'er his shoulders straying,
 Hear how he talks about the ancient times,
 When in the town were heard no Sabbath chimes ;
 When e'en a daily Stage was quite unknown ;
 When Time's swift flight was but by hour-glass shown ;
 When from the School-house came no accents shrill ;
 When no Town-house was seen on High Pole hill ;
 When to the Harbor no Propeller came,
 Urged on with breath of steam, and heart of flame ;
 When no new Bank displayed its golden sign,
 No crisp Bank Bills were seen engraved in line,
 For his sole Bank was that of Newfoundland,
 And only *specie* would he take in hand ;—
 Of these and many another ancient scene,
 The old inhabitant will talk and dream !

His grandchild reads unto him from that page
 Which is the guide of youth—the hope of age !
 “ Ah, Sir ! ” he says, with melancholy look,
 “ But for this child, the Bible were a book
 For ever sealed—sealed in my age's need ;—
 In *my* young days I was not taught to read ; ”
 And as tears blot the volume on his knees,
 He thinks the “ good old times ” were not so good as *these*.

He paints most truly, faithfully, who draws
 From life ;—who, heedless of the crowd's applause,
 Sketches from Nature with a vigorous touch,
 Nor adds a shade too deep, a line too much !
He wins most hearts, perhaps, who for his theme
 Takes no heroic deed—no classic dream ;
 But, scorning inspiration from the Muses,
 From paths of daily life his subjects chooses ;
 For human hearts sure sympathies will show
 With every phase of natural weal or woe ;
 And the “ long glories of majestic Rome ”
 Will not attract us like scenes nearer home.

THE MASSACHUSETTS TEACHER.

Then, for a moment, let us strive to show
The Dame School of some forty years ago.

Well we remember that far spot, where first
The earliest beams of knowledge on us burst ;
We mean SCHOOL-Knowledge—but not *there* began
The Education of the future man !
There is a School, one earlier, dearer far
Than any in Life's after-period are,
Where Earth's first teacher bends the child above,
And claims as fee, a kiss or smile of love ;
Where the dim dawning of the infant sense
Is fostered into bright intelligence ;
Where are no blackboards, pencils, slates or books ;
Where every lesson is conveyed by looks ;
Where child and teacher seldom disagree ;
And the dear School-room is the Mother's knee.

Home Education ! In life's mid-day hour
Which of us, looking back, can doubt its power ?
And who can tell with how much influence fraught
Were the home-lessons that his mother taught ?
What his life's color owes unto the dye
With which his mind was tinged in infancy ?
So Cowper learned from his lov'd mother's lips
The truths which cheered him in his noon's eclipse ;
So Doddridge, by the fireside, from Dutch tiles,
Learned Scripture History, urged by mother's smiles.

I think 'tis Hannah More who somewhere sings
" That trifles make the sum of human things ; "
Trite the remark, but true. Of countless grains
The earth is made—its mountains, and its plains.
By slow degrees the coral bed at length
Rises from Ocean's depths in bulk and strength,
While the Pacific's waters idly sweep
Above the invisible workmen of the deep !
What *now* so insignificant appears,
Will, in the course of slow revolving years,
Rise, solid and compact, above the wave,
O'er which, lashed into surge, the Deep may rave ;
And on whose reef some gallant vessel driven,
May lie with yawning seams and timbers riven ;
Or, by the Ocean-currents wafted there,
Soil may collect ; and as in gardens fair,
Upon that coral reef bright flowers may smile,
And Earth rejoice in one more fruitful isle !

So with the hidden growth of character ;—
 Trifles our impulses in childhood stir ;
 And slumbering energies *we* fail to mark
 Are kindled by small fires, as by Promethean spark !
 Now let my pen and ink with truth portray
 The School and School Dame of a by-gone day ;
 And that the sketch with naturalness be rife,
 With memory's aid I'll take them from the life.

Just as I saw her, when on lowly stool
 I sat before the mistress of our school,
 I see her now,—for, through the mists of years,
 That awful Vision of the past appears !
 —In years well-stricken ; lame, but not so much,
 But she into a cane could turn her crutch,
 Which o'er the victim's cranium she laid
 In hopes to beat some knowledge in his head ;
 With a long nose, hooked like a vulture's beak,
 Thin, pursed-up lips, and chin of sharpest peak,
 And eyes for idlers ever on the seek,
 With rod beside her—tickler for dull wits,
 Terror of trembling pupils—there she sits !
 Quaint is her dress—a gown of common chintz,
 Which many a washing-day has robbed of tints ;
 With waist extremely short, and scanty skirt,
 Not made like those worn now, to drag in dirt ;
 A huge mob-cap, with bands beneath the chin,
 From whose frilled front peep locks all gray and thin ;
 A muslin 'kerchief without spot or fold,
 Protects her chest and throat from winter's cold,
 And her stiff figure tells you as you gaze,
 She wears those instruments of torture—stays ;
 Fancy all these, and there before you sits
 The ancient Dame, who, as she teaches—knits.

Now for the scholars, who from near and far
 Seek the Court of this petticoated Czar.

The Old Church Clock strikes Nine, and to his place
 Comes a small boy, with pale and thoughtful face ;
He is the favorite of the Dame's stern rule,
 The little genius of the Village School !
 When Visitors drop in, 't is *he* rehearses
 Last Sunday's text, or Mrs. Barbauld's verses.
 Next to him sits the blockhead of the place ;
 A black-eyed urchin with a saucy face,
 Who ne'er was known to learn a lesson through

Without his shoulders being black and blue ;
 For, as we 've said—the Dame was ne'er inclined
 To spare the rod and spoil the youthful mind.

Still in they come—some timorous, for they know
 But very little progress they can show ;
 Some with light step, and carriage brisk and smart ;
 They 've got the Ten Commandments all by heart !
 At last, the tardiest of the school slinks in,
 And quick to make some old excuse begins ;
 But ah ! how vainly—for the Dame's keen eyes
 Perceive the truth despite the 'cute disguise ;
 And quickly stands the culprit on a stool,
 A terrible example to the school !
 But scant the lore our Schoolmistress imparts :
 No Masters, or no Bachelors of Arts
 Took honors at her College. Yet should we
 Forget not her who taught us A B C ;
 Nor scorn the Teacher who first made us stammer
 Our earliest lessons in the English Grammar.

Where is she now, that Schoolmistress of old ?
 Sleeping in peace beneath the Churchyard mould ?
 An Institution of the dusty Past,
 Her memory scarcely will this age outlast.
 Where are her Pupils ? He who was the pride
 Of the old lady—early drooped and died :
 The blockhead who by heart no lesson got
 Has since been proved the smartest of the lot ;
 While others who ne'er stood on three-legged stools,
 With dunces' caps on, have turned out but fools !
 —Such varying results oft prove in truth
 How fickle are the promises of youth !

And now, as Learning's ladder still we climb,
 A theme of some importance asks a rhyme :
 —“ This world of ours is too much with us,” says
 The greatest Poet of these later days :—
 The feverish Dollar-chase year after year
 Steals Youth's dew from the heart, and leaves it sere ;
 In the fierce struggle after Fortune's prize
 The memory of our school-days almost dies ;
 And scarcely aught survives, when far we roam,
 Save the sweet memories of Childhood's home,
 That come amid our turmoil and unrest,
 Like a breeze from the islands of the Blest,
 Which to Life's wandering, way-worn pilgrims, brings
 Health, joy and peace, and healing on its wings.

Ah! what a joy it were, could we go back
 And travel into Childhood's sunny land;
 Mark every footstep of our former track,
 And all Youth's happy mysteries understand!
 What bliss, could we recall the dawn of Mind;
 That web of Thought and Feeling have untwined,
 Which baffled Locke — Descartes! Then should we
 One error of that rigid teaching see,
 Which aims *exclusively* at the *exact*!
 —Too oft has *Fancy* been destroyed by *Fact*!
 Unduly have the *Reasoning* powers been strained,
 The young *Imagination* cramped and chained!
 And with utilitarian, stern control,
 Has Childhood been crushed out of many a childish soul.
 Oh! there is scarce a spectacle so sad
 As some bright-eyed and intellectual lad,
 Compelled, from dawn till dark, with haggard looks,
 To study *only* Useful Knowledge Books!
 Unreasonable 't were to mar Youth's joy,
 And wish for full-born manhood in the boy,
 As 'tis to arrest Youth's transitory grace,
 And fix it on perpetual Childhood's face!

Enough of Useful Learning, if you will,
 But O, let *Fancy* wave her sceptre still!
 The bow that's ne'er unbent may lose its power;
 Too much *guano* will destroy the flower!
 It has been said, with reference to the mind,
 That "as the twig is bent, the tree's inclined";
 But the fine texture of young souls is such,
 That we, perchance, may bend the twig too much.
 What then? Instead of towering 'neath Heaven's blue,
 It turns toward the earth from which it grew!
 Brains, unlike holiday turkeys, will not bear
 The cramming process long — that fact is clear.
 Select a small-necked bottle if you will;
 With a large stream that vessel try to fill,
 And you will fail; but let a small stream run,
 And easily enough the thing is done!
 "Drink deep, or taste not the Pierian spring —
 A little learning is a dangerous thing,"
 Writes some one. — I contend 't is no such thing!
 Ah! what a blunder did that scribe let fall!
 A little good's worth more than none at all!

"What!" I imagine some one may exclaim,
 "Is it your serious and deliberate aim

To let the rising generation look
 In any other than a lesson book ?
 Would you allow the eager eyes of youth
 To read a tale that is not actual truth ?
 To snatch a respite from cube, square or prism ?
 To steal one half hour from the catechism ? ”
 I answer, with no hesitating “ guess,”
 But boldly, earnestly, distinctly — *Yes!*
 Ah! who remembers not Youth’s happy prime,
 When first he listened to the nursery-rhyme,
 Which told the valorous doings of Tom Thumb,
 Or those of Jack who smote the Giants dumb,
 And put the hasty pudding in his bag ?
 Or roved with Gulliver in Brobdignag ?
 Or laughed at old Joe Miller’s harmless jokes ?
 Or seen, with Peter Wilkins, flying folks ?
 And then, ascending the romantic scale,
 Luxuriated o’er the *Fairy Tale* ?
 Viewing, with mental eye, along the grass,
 The Queen of Faery and her elfins pass ;
 Or on her throne, beneath some forest-tree,
 While nodding blue-bells rang out minstrelsy ?

Still — still progressing in our childish lore,
 (For still the more we read, we longed the more,)
 What joy it was to wander, mute and slow,
 Along that isle made classic by De Foe !
 To see poor Robin Crusoe, gun in hand,
 Startled to find the footprint on the sand ;
 Or mark him in his cave, with parrot rare
 Perched soberly on shoulder or on chair ;
 And then, with what a flutter of delight
 We hailed Man Friday, that prime favorite !

But the great crowning of these young delights
 Was when we first devoured the Arabian Nights !
 Sweet ’t was to see the Tigris mirroring stars,
 To stroll through Bagdad’s wonderful bazaars ;
 To mark the Caliph and the Vizier walk,
 And listen to some learned Dervish talk ;
 To view the mystic thread the Sorceress weaves —
 See Ali Baba and the Forty Thieves !
 And — best of all — to wander through the cave
 With young Aladdin, venturous and brave,
 Wishing for his mysterious lamp, that we
 Might rub it, and cry, “ *Open Sesame !* ”
 Or to sail off with Sinbad, and behold
 The valley of the glittering gems and gold !

Such tales as these are not for Youth alone ;
 Older and wiser heads their influence own ;
 For scarcely one of them, to men of thought,
 But is with some great moral lesson fraught ;
 And if to us they fanciful appear,
 What modern Draco would be so severe
 As by child-slaughtering code, to half destroy
 The innocent delights of girl or boy ?
 Let me be understood. — Such rare delights
 Should supersede not thoughtful days nor nights ;
 Not o'er them should be spent the studious oil ;
 Their use is to *relieve* the mental toil.
 Raise high the solid shaft — but round it twine
 The graceful foliage of the clambering vine !
 Build arks of learning — but, while floating on,
 Let banners stream and music yield its song !
 Neglect no *duty* ! — but when Duty calls,
 Let sunshine gild her sacred Temple-walls !

Change we the tenor of our random rhyme,
 Which has too long, perhaps, employed your time,
 And turning unto Fact from Fancy's Dream,
 The *Dignity of Teaching* be our theme.

“ Delightful task to rear the tender thought ;
 To teach the young idea how to shoot,”
 Sings Thomson, to poetic frenzy wrought ;
 But much I doubt if Thomson e'er set foot
 Within a school's four walls, when fifty boys,
 Or more, burst out with worse than Babel-noise,
 Putting a damper on the Teacher's joys !
 “ Delightful task !” So must it be when round
 The wheel of Education smoothly goes ;
 But wanting Order's oil, who has not found
 The Teacher's office one of countless woes ?

Yet spite of these—who takes a higher stand
 Through all the length and breadth of this fair land,
 Than he or she, who occupation finds
 In tending the plantation of young minds ?
 In city's midst,—in hamlets far remote—
 At home—abroad—they till the fields of thought ;
 Day after day they wage a steady fight,
 The dark foe Ignorance to put to flight !
 What are their weapons ? The resistless darts
 Of Truth, with which they pierce dull heads and hearts !
 What is their panoply ? not plated steel,

But patient hope and unabating zeal!
 With these they battle each succeeding day,
 Wearing health, hope and energy away!

—Ah! this broad world has heroes, nobler far
 Than those who over fields of carnage sweep!
 Who're decorated by a cross or star;
 At whose name thousand swords from scabbards leap!
 You'll find them in the Common School-house, high
 On the bleak hill-side, on forlornest moor;
 Where'er the Eagles of Columbia fly;
 From North to South—from East to Western shore!
 Watch they, and work they on their mission vast,
 And when their day of toil is overpast,
 The seed they sowed in patient hope may be
 In future generations some great tree,
 Whose branches may bear fruit and still expand,
 A glory and a shelter to the land!

Yes, great their mission! as each morning shows
 Bright visaged boys and girls in goodly rows,
 Let each School-Teacher think before him sits
 His country's future Sages—Poets—Wits!
 —That yon dull boy, the humblest of the band,
 “The applause of listening senates may command.”
 That yon fair girl, with form so frail and slight,
 May prove a Female Washington, and fight,
 And conquer too, in her own cause of Woman's Right!
 Some of the greatest men of this great land,
 Sprang to high places from the Teacher's stand!
 See Webster teaching in the Granite State;
 See Adams well content on boys to wait;
 Think, classic Everett taught a daily class;
 That Seward saw small files before him pass;
 That others—whose names cannot pass away—
 Were all school teachers in their early day!

My task is almost done; what now remains,
 Save to fling off these clanking rhythmic chains?
 But ere I do so—Parents! let me say
 You are great Teachers, though in different way;
 Within your homes—at the domestic board,
 From you a mighty influence is poured:
 If from your lips should fall a careless word,
 By childhood's sharpened sense 't is quickly heard!
 Your looks are lessons—when with them you walk,
 Listening to prattle sweeter far than talk.

What *you* may say of birds or flowers or trees,
 Will be the key-note of their sympathies !
 And is't too much to say that Parent skill
 Can mould the child to almost what it will ?
 Let passion's lines the Parent-brow disgrace,
 They'll be reflected on the young child's face ;
 Let warm affection *Parent*-features move,
 And *infant* eyes will answer love with love !

Among the wonders which Geology
 Reveals, are traces of some former sea,
 That for a course of ages all unknown,
 Has been to human sense but solid stone ;
 Yet on that stone, impressed by viewless hand,
 Are seen such ripples as we mark on sand
 After the tide has ebb'd. *There* long ago
 An ocean's waters *had* their ebb and flow,
 And that hard *stone* was *sand*. But gradual change
 Wrought land and water wonders, new and strange !
 Assyrian and Cæsarian thrones were not—
 Dynasties disappeared, but on the spot
 Where flowed that ancient Deep o'er sandy plains
 The impressed ripple even yet remains !
 So on the tablet of the youthful brain,
 " Wax to receive and marble to retain,"
 The faintest of impressions will appear
 In after time, miraculously clear !
 By your example, in the *Home School*, you
 A work for good *or* ill will surely do ;
 The teacher in the school may toil for nought
 Unless *you* aid him in his work of thought :
 Uphold his hands—work *with him*, and success
 Shall your united aims and efforts bless !

Happy *New England* !—on thy frontier bold
 Here as I stand, a wanderer from the *Old*,
 I think of many a fair and foreign scene,
 'Twixt which and me, wide oceans intervene !
 But well may'st thou, oh, Pilgrim-soil, compare,
 With all which *they* can boast of good or fair ;
 —No Castles, such as tower where rolls the Rhine ;
 No Pyramids, like Egypt's marvels thine !
 Upon thy streams no Abbey shadow falls ;
 No ivy rustles on baronial walls !
 The record most remote thy annals show
 Is that one when the Mayflower "moored below."
 But oh ! *New England* : Castles, Abbeys, all

Before thy moral grandeur fade and fall !
 Glorious are Temples e'en in their decay !
 More glorious still the type, in this new day
 Of Progress, than those remnants of misrule !
 New England's glory is the *Common School* !
 And e'en the humblest, has to reason's eye
 More than the Coliseum's majesty !
 —In ancient times the youths, from hand to hand,
 Transmitted each to each a burning brand ;
 So be it ever your immortal aim
 To hand from sire to son Instruction's wingéd flame !

One more last word ! Let each one here recall
 To mind, the fact that we are scholars all !
 From the first hour when in this world of strife,
 We enter on the A B C of life,
 To that mysterious point of time, when we
 Feebly articulate the final Z,
 We're *ever* learning—subject to high Rule,
 The Times our Teacher, and the World our School.
 So learn we, that on Life's Vacation Day
 The greatest Teacher unto each may say,—
 "Earth's lessons have well profited thy heart ;
 Still higher go, and now with Angels learn thy part."

WEBSTER'S EARLY INSTRUCTION.

IN a work recently published, we find a very curious piece of information, respecting the early history of our great American Orator, Daniel Webster, which is said to be taken from his autobiography, now in manuscript. Mr. Webster says :

"My first lessons in Latin were recited to Joseph Stephens Buckminster, at that time an assistant at the Academy. I made tolerable progress in all the branches I attended to under his instruction, but there was one thing I could not do—I could not make a declamation—I could not speak before the school. The kind and excellent Buckminster especially sought to persuade me to perform the exercises of declamation like the other boys, but I could not do it. Many a piece did I commit to memory and rehearse it in my own room, over and over again ; but when the day came, when the school collected, when my name was called, and I saw all eyes turned upon my seat, I could not raise myself from it. Sometimes the masters frowned, sometimes they smiled. Mr. Buckminster always pressed and entreated with the most winning kindness, that I

would only venture once ; but I could not command sufficient resolution, and when the occasion was over I went home and wept bitter tears of mortification."

If this was not given as a piece of authentic history, we could hardly believe that our modern Demosthenes had ever felt any backwardness in coming forward to exercise the talent which has made him renowned.

SOME OF HIS LAST SENTIMENTS.

How peculiarly appropriate to the teacher's work are the following exalted views, uttered in his last speech, which we had the satisfaction of hearing, in Faneuil Hall :

"We seek to educate the people. We seek to improve men's moral and religious condition. In short, we seek to work upon mind as well as on matter. And, in working on mind, it enlarges the human intellect and heart. We know, when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages to come. If we work upon marble, it will perish ; if we work upon brass, time will efface it ; if we rear temples, they will crumble to the dust. *But if we work on men's immortal minds, if we imbue them with high principles, with the just fear of God and of their fellow-men, we engrave on those tablets something which no time can efface, but which will brighten and brighten to all eternity.*"

SCHOOL DISCIPLINE.

[From the Connecticut Common School Journal.]

It is not right to regard any sort of discipline as a convenient, or even a necessary *help* to education. It is itself the great educational process. A well disciplined mind is a well educated mind, whether it has much knowledge or little ; and the mind that is not disciplined is not educated, though it is familiar with the whole route from A to Astronomy.

The true business, then, of the teacher is that of discipline. The wild colt of the prairies is unfit for gentle uses, but he may be brought to drag the plough or to be driven by a child. He needs to be tamed, but receives no new powers. The child that is to be the future citizen or lawgiver, with all his wild, untamed impulses, mental and moral, comes to the teacher.— He comes to be disciplined.

The popular idea of school discipline has reference to the whole apparatus of requisitions and prohibitions, restraints and stimulants, which are designed to regulate the pupil's habits of

study and deportment. Let us consider for the present this application of the subject, guided by the preceding observations. Among the many evils which teachers commonly seek to prevent, such as the following are prominent. Absence and tardiness, idleness, whispering, all disorderly movements in the school-room, injury to any school property by marking, cutting, defiling, &c., rudeness of speech or act in school intercourse, or in passing to and from school, vulgarity, profanity, every form of incipient rowdiness, &c., &c.

Among the objects to be secured, some of which are implied by their opposites just named, are regularity of attendance, promptness in every duty, unquestioning obedience, truthfulness and conscientiousness, earnestness, diligence, thorough preparation of lessons, neatness in dress and school-room habits, the "golden rule" as the rule of intercourse with companions and teachers, &c. These lists of school virtues and vices might be much enlarged; but, at least, those named should be watchfully cared for by every teacher in his system of discipline. And this, be it remembered, not so much to promote the business of the school-room, as because of the certain shaping those daily school-room habits, whether good or bad, are to have of individual character and destiny for this world and the next.

A system of discipline *ought to accomplish completely the object it aims at*. It should have no rules that have not been well considered beforehand. It should then admit of *no* exceptions but for the most indispensable reasons. Let down the bars to-day, and scholars will leap the fences to-morrow, and snap their fingers at all barriers the day after. The system while it lasts must be inflexible, earnest, strong, thorough. It is much easier to govern perfectly than partially, to say nothing of the clear gain in temper and comfort. Whatever is worth doing at all, is worth doing thoroughly. If an evil ought to be prevented, let the teacher deliberate *and then prevent it*. He can do it if he will. He must be patient, but determined. If any positive advancement is to be made, the matter should be well considered, then let the teacher will and act like a Napoleon. A *good school discipline is characterized by energy and efficiency*. Government should be equable and uniform, not fitful and capricious. Scholars should know upon what they may rely.— They will acquiesce more cheerfully in a rule if it is constant, than if it is only executed occasionally. Habits of obedience makes obedience easier to render and secure. It is moreover unjust to pupils to enforce a regulation with strictness at one time, which laxity at another has led them to believe may safely be disregarded. Any scheme of discipline, to be successful, must be sure to embrace details, the "*little things*" of school life. It is utterly impossible to bring a community of

children into a happy and healthful state of discipline, or to keep them there, without the most vigilant attention to those innumerable little acts and ways which betray the disposition and tendencies. If a boy walks or sits in your room in a swaggering or careless manner, he is sure to be equally careless in his conduct in more material respects. And if by any amount of patient culture, you can establish *the principle and habit of doing every little thing in the very best way*, you may be unconcerned about his great lines of conduct. The boy is safe. If a young miss is pert or rude in speech or manners, *there is a counterpart within*; and if you regard with indifference these slight but true glimpses of the soul within, there may be much to regret at a future day. Tones of voice, carelessness in pronunciation and phraseology, coarseness and uncouthness of language, untidiness of dress, gait, attitude, &c., have the sound of "little things." But they are each signs and symptoms, and with certain index point out the path into the future. More than this. If a pupil commits a trifling breach of decorum, he thereby strengthens the impulse that prompted it, and creates a probability of greater misdoing. Let the teacher strictly take care of all the "little things" in his establishment, and the greater ones will take care of themselves. This is because the former beget the latter. It has always been so.—The oak comes from the acorn, the ocean from the little streams that trickle from out the rocks of the mountain,—this heavy pall of sorrow and death that overspreads our world from that "little act" in the garden. "Little things" are important things. There is a divinity in them. We have at times been so strongly "exercised" concerning the importance of giving more earnest heed to this subject, that we much fear we shall have to deliver ourselves of an article upon it. So enough for the present.

c.

AN ACT CONCERNING THE ATTENDANCE OF CHILDREN AT SCHOOL ANALYZED.

1. The person having control shall send children between eight and fourteen to public school twelve weeks each year, six weeks to be consecutive.
2. Penalty for each violation not to exceed twenty dollars.
3. The School Committee shall inquire into the violations and the reasons, and report them in their annual report.
4. When this act is not violated; when otherwheres educated; when their pupil has already acquired the education taught in these schools; when too poor to educate their child.
5. The Treasurer of the town or city is to prosecute all violations.

A SCHEMING MASTER.

"He could not govern them; so he tacked and tickled them."

These words were uttered by an observing and influential sea captain, respecting a shrewd teacher of the Grammar School in his place. He tried to rule his pupils from true principles, at first; but this course did not make him immediately popular. He held them to a close rule of discipline in school hours, but in play, was as much of a boy as any of his school, to keep their good will. His pupils obeyed in school, because they were pleased with their teacher; and not because the line of duty demanded was right. The end never sanctifies the means. A true teacher should not play ball; should not coast with his young ladies in his lap; should not play games of chance with them, even in sport; should not go out from house to house, having "grand times;" should not frequent playing parties with his pupils; should not romp and play with his young ladies, in the school-room, after school hours; should not "get in with" a few wealthy and influential men, to the neglect of others; should not make a jest of genuine piety; should not deride the personal religion of a pupil, assistant, or fellow teacher; should not build up a reputation, by condemning authors and authorities; should not tell most of the parents, who send to him, that their children are the first in his school; should not build his own reputation, by sacrificing that of his predecessors in the school.

Should a teacher do these things, he is educating a school on wrong basis of action. A man of very limited acquirements may do all this, and be *popular*, when a gentleman of rare abilities will fail to follow in his footsteps, because he will not stoop to such low arts. Besides, such a course forms a wrong standard, both of taste and of conduct in the young. It makes caprice, and not conscience nor judgment, the umpire of their deportment. Man is too prone, already, to be ruled by impulse, rather than by the right, without the aid of a false school training.

There is far too much of this "tacking and tickling" business, in the world about us, without having our children taught it, by the example of their teachers. Such example is completely undoing to all true family discipline. It destroys the weight of all truly noble examples, of our best men. It purblinds the youth, as he goes forth into the world, so that he rarely forms a correct judgment of men and things, and thus falls a ready victim to their artful and designing schemes.

We want our teachers to be model men and women. The pupil should be brought up to the proper standard, and not the teacher brought down to them. It is a fact in human history,

that, while a few strike out and grow up independent, mostly of examples about them, most persons imbibe from the practical world the character and manners which they ever after bear through the world. It is, therefore, a course full of danger to employ improper teachers, because they are so apt to leave a copy of their defects in those whom they teach.

A PARENT.

New Bedford, Feb., 1855.

EDUCATION A PROTECTION AGAINST POPULAR DELUSIONS.

BY PROF. FELTON, OF HARVARD UNIVERSITY.

“THERE are peculiar circumstances in the present condition of our country, which the friends of education cannot, and ought not to shut their eyes against. We cannot look around us without a painful sense of the amount of ignorance and intellectual feebleness, for want of just education that prevails in our most enlightened communities.

“Popular delusions break out every year, which, though not so violent or general as the astrology and witchcraft of former ages, are quite as remarkable testimonies to the dangers lying in the way of ill-balanced and uneducated minds. The power of society is now generally in the hands of the enlightened, so that these delusions stop short of the rack and the stake. But fanatics, enthusiasts, and deceivers still play their fantastic tricks upon the credulity of the weaker brethren, and find an ample harvest of influence and gain in the feebleness and folly of multitudes. The mischief is not confined to the loss of time, the dangerous excitement of the nerves, the perversion of the imagination, and the robbery of the purse; but reason, morality and virtue often pay the penalty, and suffer disastrous overthrow. No degree of absurdity transcends the powers of belief in some ill-regulated minds; no personal worthlessness, or intellectual imbecility of the pretender, will open the eyes of many, blinded by ignorance, and stupefied by the juggler's tricks. He who believes that the great and good of past ages condescend to communicate with those who are neither great nor good, through the legs of pine tables, from the serene abodes of departed spirits, to help certain “mediums” get a dollar for every dupe, is exposed to any extreme of cheating which the coarsest imposter may choose to practise upon him. The knavery of these dealers in spiritual rappings is more wicked than stealing, while the intellect it displays is so contemptible, that the palmistry of gypsy vagabonds rises to dignity in the comparison.

The law, perhaps, cannot reach the crime, in its present form; an attempt to enforce the penalties against false pretences, might aggravate the evil. To guard the community against such delusions, and to secure the happiness of individuals against such wretched and dangerous frauds, is a high function of public education, not yet fully performed. This is to be done not merely by spreading knowledge among the people, but by teaching the young how to exercise their judgment; how to apply their reasoning powers; how to weigh the facts, and estimate the force of evidence; how to observe with rigid accuracy, and to report observations with stern veracity, watching against the conclusions of excited feeling, morbid imagination, or a curiosity seeking by vain efforts to grasp things hidden by the wisdom of the Creator behind an impenetrable veil. The adamant strength of reason is the shield that must be held up between the mind and these pitiable delusions.

SOME GENERAL RULES AND PRINCIPLES.

THESE rules and principles are derived from various sources. They are adapted to the wants of pupils and teachers. Such summaries may be perused when more lengthened pieces might be neglected:

RULES FOR THE TEACHER.

1. From your earliest connection with your pupils inculcate the necessity of *prompt* and *exact* obedience.
2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.
3. Never promise anything unless you are quite sure you can give what you promise.
4. Never tell a pupil to do anything unless you are sure he knows how it is to be done; or show him how to do it, and then see that he does it.
5. Always punish a pupil for *wilful disobedience*; but never punish unduly, or in anger: and in no case should a blow be given on the head.
6. Never let your pupils see that they can vex you, or make you lose your self-command.
7. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.
8. Never yield anything to a pupil because he looks angry, or attempts to move you with threats and tears. Deal mercifully, but justly, too.

9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment should the fault be renewed.

10. Never allow pupils to do at one time what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be* good.

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors when real sorrow has been evinced for having committed them.

15. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

THE EVILS OF ABSENCE.

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will leave his business when a man.

2. The time of the teacher and the whole school is wasted while this absence is being recorded.

3. The teacher's time is wasted in reading and recording the delinquent's excuse when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's time and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed, by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures which are chargeable to the absence and not to the instruction.

11. The means generously provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does actual mischief while absent.

RULES FOR STUDENTS, ETC.

1. Have all your books and school apparatus fixed and ready at least one day before the school commences.
2. Be *early* in your attendance at school.
3. Be *constant* in your attendance at school.
4. Regard promptly and cheerfully all the regulations of school.
5. While in school improve all your time with a real carefulness.
6. Be *honest* in regard to your lessons; get them *thoroughly* and by your own diligence.
7. Speak and act the truth in all things and at all times.
8. Be pleasant and accommodating to your companions.
9. In the streets let your deportment be orderly and becoming; be gentle and civil.
10. Keep your books, maps, &c., in good order and well arranged.
11. Keep your desk and the floor about it in a neat and cleanly condition.
12. Before entering the school brush the mud from your boots and shoes, and avoid everything which can render the place you occupy unpleasant to the members of the school or to visitors.
13. Cultivate carefully and constantly pleasant feelings; allow yourself only in pleasant thoughts; utter only pleasant words; exhibit only pleasant actions; and in all things manifest the spirit of Christ.
14. Finally, love God and keep his commandments, for in this you will exhibit the greatest of all wisdom and secure the most desirable of all rewards. "The fear of the Lord is the beginning of wisdom, and a good understanding have they that keep His commandments."

We give below a few general rules to youth respecting their conduct when attending school:

GENERAL PRINCIPLES OF INSTRUCTION.

There are several general principles, founded in nature and deduced from observation, but too often overlooked, which should be our guide in teaching, and of which we should never lose sight.

First.—Whatever we are teaching, the attention should be aroused and fixed, the faculties of the mind occupied, and as many of them as possible brought into action.

Second.—Divide and subdivide a difficult process, until the steps are so short that the pupil can easily take them. This is what we call aptness to teach.

Third.—Whatever is learned, let it be made familiar by repetition, until it is deeply and permanently fixed in the mind. The faithful application of this principle makes thorough teaching the best kind of teaching, certainly.

Fourth.—Insist upon every lesson being learned so perfectly that it shall be repeated, as everything in a large school should be done, without the least hesitation. This cannot, however, be applied in the case of very young scholars.

Fifth.—Present the practical bearings and uses of the thing taught, so that the hope of an actual advantage and the desire of preparation for the future be brought to act as motives. This principle is often neglected.

Sixth.—Follow the order of Nature in teaching whenever it can be discovered.

Seventh.—When difficulties present themselves to the learner, diminish and shorten, rather than remove them; lead him, by questions, to overcome them himself. It is not what you do for the child so much as what you lead him to do for himself, which is valuable to him.

Eighth.—Teach the subject rather than the book. The book is but an aid in acquiring a knowledge of the subject.

Ninth.—Teach one thing at a time. Advance step by step, making sure of the ground you stand on before a new step is taken.—*School and Schoolmaster.*

SINGING IN SCHOOL.

AFTER some years of experience in the use of song-singing in school, we are more and more convinced of its utility in the school-room. The school is more easily governed. The prevailing spirit is more pliant and tranquil. Also the sluggishness, so often manifest in school, is totally disposed of by singing.—In addition to this, there is a higher aim in the vocal exercises of the school-room—the cultivation of a devotional habit. Now, in early childhood and youth, is the favorable time for inspiring a devout tendency of the mind and spirit.

We take this opportunity to say, that we rejoice to see the "*American School Hymn Book*," published by Crosby, Nichols & Co., make its appearance at this favorable juncture. It should have a just appreciation in every school, and in every family. It may be had by applying at No. 111 Washington Street, Boston. The above firm have done a good work for the New England Schools in the publication of this little book. The author, Mr. Fitz, has been favorably known as one of the earliest laborers in the introduction of singing into the Common Schools of the country. In this book he has been especially successful.

THE FIGURE NINE A MATHEMATICAL CURIOSITY.

THE properties of the figure 9 are peculiarly curious, and capable of being used in a variety of operations. Not to mention the fact that the fundamental rules of Arithmetic are proved by the 9, there are among others the following curiosities connected with the figure :

Add together as many nines as you please, and the figures indicating the amount, when added together, will be 9 or 9 repeated. The same is true in multiplying any number of times—the sum of the figures in the product will be 9 or a number of nines. For instance :—

Twice 9 are 18—8 and 1 are 9.

Three times 9 are 27—2 and 7 are 9.

Four times 9 are 36—3 and 6 are 9.

And so on until we come to eleven times 9 are 99 : Here we have 2 nines, or 18, but 1 and 8 are 9.

Twelve times 9 are 108—1 and 0 and 8 are 9.

The curious student may carry this on still further for amusement.

Another curiosity is exhibited in these different products of the 9 when multiplied by the digits, as follows, the products being 18, 27, 36, 45, &c. ; reverse these and we have the remaining products, 54, 63, 72, 81.

The nine digits, 1, 2, 3, 4, 5, 6, 7, 8, 9, when added, amount to 5 times 9 ; or instead of adding, multiply the middle figure by the last, and the amount will be the mysterious nines, or 45 ; and 4 and 5 are 9.

One more. Let the digits as written be

$$\begin{array}{r} 123456789 \\ 987654321 \end{array}$$

111111110

and we have 9 ones and of course 9 once more.

Or subtract the upper series of numbers from the under :

$$\begin{array}{r} 987654321 \\ 123456789 \end{array}$$

864197532

Add the figures of the difference, and once more we have the five nines, or 45, or 9.

We will now multiply the same figures by 9 ; -

$$\begin{array}{r} 123456789 \\ 9 \end{array}$$

111111101

and we have 9 ones again, or 9.

One of these properties is of importance to all book-keepers and accountants to know, says a writer, and which I have never seen published.

The discovery has often been of essential service in settling complicated accounts. It is this: The difference between any transposed number is always a multiple of 9; for instance, suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debts and credits, which he cannot account for, after careful and repeated additions.

Let him then see if this difference can be divided by 9 without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9.

The knowledge of this will at once direct attention to the true source of error, and save the labor of adding up often long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.

BEAUTY IN WRITING.

A FINE handwriting is an accomplishment whose value we can scarcely estimate too highly. To prove this to our entire satisfaction, make your survey of two fields of vision, post-office addresses, and books, both the account books of our shops and stores, and albums.

Take your stand at the pigeon-hole, as the letters are delivered to the inhabitants of a city or village. Look at the handwriting, the superscribing, the punctuation, and the order or neatness of the faces of the letters. A few are beautifully executed. The mass of letters bear a strange face.

As you call about, among the most elegant, and fashionable, and tasty of your friends, look at the Albums which occupy their various conspicuous positions. These books have performed their varied journeys among the personal friends of their several owners, and have collected poetry, prose, and autographs. The best of writing appears in the dedicatory piece, and in a few other places in each book. But examine the other pieces—blots, specks, scratches, ornamental flourishes, dashes, punctuation marks, lines, dates, names of places, initials, autographs, &c., are a curiosity to the beholder.

In order to the formation of an elegant penmanship, two hints may be of essential service. First, let the pupil begin early to handle a pencil or pen, with a copy-book before him, having a printed copy at the head of each page. This can be done by using Dunton's System of Penmanship, in his admirable series of Copy Books. Second, let him spell once each day, from the Dictionary, writing the words according to the System of Penmanship taught in the Copy Books.

By this means, the system of writing becomes the pupil's own. His writing may be peculiar to himself, but it will be elegant. His efforts will thus have a standard, by which to be graduated.

We refer to the above Gentleman's System, published by Crosby, Nichols & Co., for it is the best System and Series with which we are acquainted, though engaged in teaching several years.

"GLEANINGS FROM THE POETS," *published by Crosby, Nichols & Co.*

This volume is compiled from very choice selections, of above eighty different sources. Here you find grouped into one scene, the chief poetic beauties of the language. The compiler has arranged her vase with due regard to taste.

The book is equally adapted to High Schools and Families. If the young are not taught, in the family and the school, to appreciate such literary gems, they rarely ever form the appetite for them in later years of life.

JOURNALIZING IN SCHOOL.—The habit of Journalizing in a school, during youth, produces the following results in later life:

First. A fine style of penmanship.

Second. Promptness of composition, and rapidity in recording thought.

Third. Greater accuracy in thought.

Fourth. Facility in acquiring knowledge, and certainty of retaining it.

Fifth. Greater influence in imparting the riches of thought.

Sixth. Renders our life more important in our own eyes.

Seventh. Makes a person more reliable, and less impulsive in his thought and manner.

Eighth. Facility in recalling the facts and events of past life, for use, of which John Quincy Adams is an eminent example.

Ninth. An extensive record of one's own life, from which the next generation may know what we have been and done.

Crosby, Nichols & Co. have blank books, with introductory remarks, to aid the pupil in his work of Journalizing. It should be in the hands of every youth of our schools, both old and young.

THE POWERS OF LETTERS, OR THEIR NAMES.

In the January number of the Teacher is a prize Essay in which this subject is alluded to in a singular manner. The writer recommends teaching the names of the letters first, postponing the analysis of their power to riper years, and yet says that we are never to pronounce a word for a child, but require it spell it out for itself.

The two recommendations are perfect antipodes of each other. It is an absolute impossibility for the child to discover the sound of a word from the names of its letters. For instance, the names of the letters a, t, make only the word eighty, and you are forced to tell the child that it is not eighty, but *at*. If now he spells and pronounces the word *sat*, it is not through the knowledge of the names of a and t, but through the knowledge of their powers learned by induction from the word *at*.

Teachers who have used Mr. William D. Swan's method of teaching the powers of the letters first, as developed in his Primer, will never consent to return to the unphilosophical and tedious mode of a, b, ab; and teachers who have used a phonetic alphabet will never begin with the common alphabet at any rate, either with power or names. H.

How to RUIN A SON.—1st. Let him have his own way.

2d. Allow him the free use of money.

3d. Permit him to roam where he pleases on the Sabbath.

4th. Give him full access to unprincipled company.

5th. Call him to no account for his evenings.

6th. Furnish him with no stated employment.

Pursue either of these ways, and you will experience a most marvellous deliverance, or will have to mourn over a debased and ruined son. Thousands have realized the sad results, and have gone to the grave mourning.—*Mother's Assistant*.

Resident Editors' Table.

| | | |
|--|-----------------------|---|
| GEORGE ALLEN, Jr.,..... <i>Boston.</i> | } RESIDENT EDITORS. { | ELBRIDGE SMITH, <i>Cambridge.</i> |
| C. J. CAPEN,..... <i>Dedham.</i> | | E. S. STEARNS,..... <i>Frammingham.</i> |

THE Local Editors of the "Massachusetts Teacher," authorized by the Board of Directors of the State Association, have procured a room of Messrs. Ide & Dutton, No. 106 Washington street, Boston, where they will hereafter hold their meetings.

The locality affords as good convenience for a Teachers' Exchange as can be found in the city; it is central, especially so with reference to the book-trade of New England, and it is most conveniently accessible to teachers from abroad. The Office of the Local Editors of the Teacher will prove a desirable place for the meetings of teachers and Directors of Teachers' Associations, whether for social or business purposes, and they are invited to avail themselves of its facilities. Here will be found the newspapers, and all of the educational periodicals of the United States and of other countries, which constitute the exchanges of the "Massachusetts Teacher."

Messrs Ide & Dutton offer unsurpassed facilities to teachers and others wishing to procure school-books, maps, illustrative apparatus, and miscellaneous educational works. We have heretofore had occasion to refer to their excellent collection of maps, both ancient and modern.

The above mentioned advantages, with an experience of eleven years devoted to the educational branch of the book-trade, and their well-known promptness in attending to the wants of their customers, render this firm, in every respect, worthy of patronage.

Οὐδεὶς ἀγεομέτρητος εἰσὶτω. !

"LET NO ONE ENTER WHO IS DESTITUTE OF GEOMETRY."

THE above inscription is often quoted as having been placed by Plato over the entrance to the Grove of Academus, and is considered as settling the question of the importance of Geometry in the work of education. We have no disposition to undervalue the importance of Geometry, but we must beg leave to protest against the use of this inscription for the purpose above mentioned. In the first place Plato has the reputation of having written excellent Greek, and this is notoriously bad Greek, and such as Mr. Macaulay would say "no school-boy could use without imminent danger of a flogging." We were not a little surprised to find this sentence quoted as genuine

Platonic Greek in Dr. Whewell's recent discourse on the Influence of the History of Science upon Intellectual Education, and were led to question the grounds of our objections to its authenticity. We are not inclined to enter into any controversy with the learned Master of Trinity College on classical topics, nor have we any fears that any scribblings of ours will lead to any such result. We fear, however, that the Master of Trinity has forgotten a review of his former "Thoughts on the Study of Mathematics as a part of a Liberal Education," by Sir William Hamilton, in which the spuriousness of this sentence was distinctly noticed, and that he is equally unmindful of the classical teachings of his own Fellows in Trinity. In a little work, entitled "Constructionis Græcæ Præcepta," by John W. Donaldson, late Fellow of Trinity College, Cambridge, and now Master of Bury St. Edmonds School, the spuriousness of this passage is also noticed.

The genuineness of this epigram cannot be defended, either upon internal or external evidence. It is a fundamental law of the Greek language that the particle *μή* and its compounds should be used in all prohibitions. See the Thesaurus of Stephanus, vol. 1, p. 804 D; also Buttmann's Greek Grammar, § 148, or any respectable Greek Grammar, on the same subject. We may safely, therefore, set this sentence down as one of those remarks of Plato which he never made, at least, in the form above stated.

E. S.

"A CATALOGUE OF BOOKS, MAPS, CHARTS, AND SCHOOL APPARATUS, published, imported, and for sale by Ide & Dutton, at 106 Washington street, Boston." Boston: 1855.

This is the most complete catalogue of school apparatus (excepting, of course, the several departments of experimental philosophy,) that has fallen under our notice. It is a well printed pamphlet of 72 pages, and is exceedingly creditable to the enterprise and taste of the publishers, Messrs. Ide & Dutton. We should be glad to notice the several departments of this catalogue in detail, but our limits will only permit us to speak of the Maps, Charts, Atlases, &c., which they offer for sale. This department comprises a little more than twenty pages of the catalogue, and as we think the most complete list of cartographical publications that has been offered to the American public. We would call the attention of teachers especially to this catalogue. Those who have felt the want of a good atlas, or mural map, (and what American teacher has not) will here find that want supplied. Bauerkeller's maps in relief, ought to find a place in every school-room. Kiepert's and Spruner's

maps are as perfect in their kind as any that have been published in this country or in Europe. It is quite a convenience to teachers in New England, that they can here avail themselves of all the maps in all their various forms which have been published in the Old World. It is so great a convenience, that we think there is some obligation resting on teachers to patronize a house which furnishes all the productions of England, France and Germany, as reasonably as they can be imported. Why should we be under the necessity of obtaining all our Maps, Charts, &c., from the continent of Europe, through foreign houses in New York? They can be afforded as cheaply in Boston as in New York. Boston boasts of being the Athens of America, and why should she not glory also in furnishing as liberally as any city, the means for the study of the liberal arts. We not unfrequently meet with some fine map or chart, or some new edition of some classic author, and on inquiring whence it was obtained, are informed, through Messrs. ———, of New York. Now we have no jealousy of our sister city. She has "ample room and verge enough" in the great educational marts, which are afforded in her own immediate vicinity. Most gladly shall we obtain these educational luxuries and necessities there, if they cannot be obtained more *cheaply* in our own city. But there is another reason why we are glad to see all these conveniences for sale in Boston. There are many teachers in New England who do not often visit New York, and are consequently ignorant of the facilities which are offered to them there from the great marts of Europe. Let us then patronize the gentlemen who are endeavoring to furnish just such a place in Boston as we have spoken of. Without making any complaint of New York, we may say that we have known instances in which the same articles have been afforded more cheaply in Boston than in the Empire City. We take great pleasure in bearing unsolicited testimony to the courtesy and promptness of Messrs. Ide & Dutton. We invite teachers to call and get a copy of their catalogue, and look over their assortment, not so much for the sake of patronizing them, as for the purpose of improving themselves and their schools. The more they sell, the more complete will their collections become, and the greater the service which they will be able to render the cause of education.

E. S.

PUNCTUALITY. It is said of Melancthon, that when he made an appointment, he expected not only the hour, but the minute, to be fixed, that no time might be wasted in the idleness of suspense; and of Washington, that when his secretary, being repeatedly late in his attendance, laid the blame on his watch, he said, "You must either get another watch, or I another secretary."

BARNSTABLE COUNTY EDUCATIONAL
ASSOCIATION.

THE adjourned meeting of this Convention was held in Provincetown, December the 28th and 29th. The weather was exceedingly unpropitious, but there was yet a large assemblage of ladies and gentlemen interested in educational matters. In the absence of the President, Mr. Brooks, the chair was taken by the Vice President. The Rev. Robert McGonegal, M. A., Daniel Leach, Esq., State Agent, and J. B. Tallman, Esq., of Pawtucket, R. I., attended the convention. Other gentlemen from a distance had been expected, but were detained by the weather.

Mr. Tallman addressed the scholars and teachers, and in a very happy manner conveyed many valuable suggestions. His remarks were listened to with profound attention. It was voted that all persons present be invited to take part in the deliberations of the Convention.

The Rev. Mr. Myrick, of Provincetown, addressed the Convention in opposition to the rule recently adopted by the Provincetown School Committee, by which a pupil that absented him or herself three times consecutively, without showing reasonable cause, should be expelled during the remainder of the session. Messrs. Leach and Tallman supported the rule. The Convention then adjourned.

AFTERNOON SESSION.

Mr. Tallman addressed the High School pupils, in their school-room, on the importance of the study of music. At two o'clock, the Convention resumed its sittings. The Committee on Topics, consisting of Messrs. French, Paine, and Comey, was chosen. The following resolutions were offered:

Resolved, That it is the imperative duty of parents to ascertain, by frequent personal visits to the school-room, what their children are doing.

Resolved, That the parent ought to support the teacher in carrying out the rules and regulations, to promote the order and interest of the school.

Resolved, That the highest interests of our school demand that no scholar shall be dismissed therefrom till the close of this session, except for sickness.

Mr. French, Teacher of the Grammar School No. 3, spoke to the first resolution, which was passed; the other two were passed subsequently.

Mr. Godfrey, Ryder, and Mr. Comey, of Grammar School No. 2, supported the first resolution.

Mr. Leach then addressed the Convention on "The motives that should influence parents to secure the benefits of education, and the means to be used." The lecture was lucid and convincing, and elicited general approval. The Committee then took up the resolutions introduced by Mr. French.

Dr. J. N. Stone, of Wellfleet, in an invincible address, insisted on the necessity of parental visits to the schools. He was listened to with great attention. Mr. Godfrey Ryder sustained the third resolution (with reference to dismissal.) Mr. Stone, of Provincetown, urged the necessity of the teachers visiting the parents; for his own part, he had never experienced any difficulty in appealing to parents. One of the chief difficulties, he thought, was the want of obedience at home.

EVENING SESSION.

Prayer by Rev. Mr. Myrick.

An address was given by Dr. J. N. Stone, of Wellfleet, on the Relations of Parents to Children. The physical and mental relations were ably explained, and the scientific portions of the lecture were most happily relieved by those flashes of the humorous peculiar to Dr. Stone. After some music from the scholars, a rather sharp discussion ensued with respect to the dismissal rule. Mr. James Gifford, one of the School Committee, in an extremely clear and lucid speech, explained and vindicated it. Dr. Dudley considered the resolution a very harsh one, that it acted unjustly on both parent and child, and on the child, too, when the parent was in fault. The Rev. Mr. McGonegal spoke briefly in vindication of the rule, and dwelt on the great inconvenience which resulted to the majority of the scholars from the non-attendance of a few. His remarks were clear and convincing. Capt. Small was opposed to the rule. Mr. Rufus Thacher, one of the School Committee, very ably defended the rule, and successfully refuted misrepresentations concerning it. The exercises were closed by a beautiful and elegantly written Poem, by Dr. John Ross Dix. The Rev. Mr. McGonegal made a few remarks with respect to the Young Men's Institute, recently established in Provincetown, under the superintendence of E. S. Whittemore, Esq., a legal gentleman, who recently graduated at Dane Law School, Harvard University, Cambridge.

SECOND DAY — FRIDAY.

Prayer by the Rev. Mr. Sanborn.

The discussion on the School Committee's Rule was resumed, in which Dr. Stone, of Provincetown, Mr. James

Gifford, Mr. G. Ryder, the Rev. Mr. Sanborn, Capt. Manuel, Mr. Leach, Mr. N. Freeman, the Rev. Mr. Myrick, and others, took part, the latter stating that he was no longer opposed to the rule. Dr. Dudley again expressed himself strongly against the rule.

The Convention, after some slight discussion, again adjourned.

AFTERNOON SESSION.

After singing by the scholars, Mr. Leach very ably addressed the Convention, on the Methods and Modes of Teaching. We regret our space precludes an insertion of this very admirable address.

The Rev. Mr. McGonegal followed with an extremely eloquent and logical lecture on the Practical Educator, which we trust ere long to see in a less ephemeral form. It was replete with force, fervor and truth.

In the High School room, at half-past one o'clock, addresses to the scholars were given by Mr. Whitmore and Mr. French, Teachers.

Votes of thanks were tendered to Messrs. Leach and Tallman for their addresses, and to Dr. J. R. Dix for his poem; which poem, it was further voted, should be printed for distribution in the March number of the *Massachusetts Teacher*.

EVENING SESSION.

Mr. Nathan Freeman, President of the Provincetown Bank, in the chair.

The services were, as on the former evening, held in the Central Methodist Church. The Rev. Mr. Sanborn delivered a lecture on Individuality. For a previously mentioned reason, we can only say of the address that it was replete with original thinking and sound logical deductions. After some music, a lecture was delivered, at the request of the colleagues and the Convention, by a member of the Association and a teacher in the town, on Educational Influences. He said, in opening his discourse, he felt that it was unfortunate for him to follow the able public speaker who had preceded him, inasmuch as it would furnish a practical illustration of one branch of his subject, that some persons got out of their proper spheres of action, as the audience would discover before he had concluded. At the conclusion of this address, Mr. Paine, of Grammar School No. 1, briefly and eloquently addressed the audience on the expediency of parents and teachers holding friendly meetings, for the purpose of deliberating under the subjects connected with their mutual

interests. A vote of thanks to Messrs. McGonegal, Sanborn, and the lecturers of the evening, was then unanimously passed. Exquisite singing by the members of the High School, who attended in a body during the whole of the sittings, concluded the exercises. The appearance of these pupils spoke well in the extreme for these young gentlemen and ladies. We must not omit to record our sense of the hospitality and warm-heartedness of the people of Provincetown who attended this, the first convention held in the place, in large numbers, and evinced the warmest interest in the proceedings. Altogether, a more successful meeting we have seldom had to chronicle. The Convention, on the motion of Mr. Comey, adjourned *sine die*.

F. N. BLAKE, *Secretary*.

INTELLIGENCE.

Osgood Johnson, Esq., late principal of Warren Academy, Woburn, Mass., has been appointed Master of the Public High School in Worcester, Mass., in place of George Capron, Esq., resigned.

William L. Gage, Esq., has resigned the mastership of the High School in Taunton.

Daniel Leach, Esq., of Roxbury, agent of the Mass. Board of Education, has received and accepted the appointment of Superintendent of the Public Schools in Providence, Rhode Island.

G. B. Stone, Esq., has resigned the mastership of the High School in Fall River.

The Rev. Robert Allyn, of East Greenwich, R. I., has been appointed Commissioner of Public Schools in Rhode Island, in place of Hon. Elijah R. Potter, resigned.

TEACHERS' INSTITUTES.

At Littleton, March 26—30.

At Bridgewater, April 2—6.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 4.]

BY THE RESIDENT EDITORS.

[April, 1855.]

UNTRUTHFULNESS IN SCHOOLS—ITS PREVENTIVE AND REMEDY.

▼

“It (teaching) has all the interest of a great game of chess, with living creatures for pawns and pieces, and your adversary, in plain terms, the devil; truly he plays a very tough game, and is very hard to beat, if I ever do beat him.” DR. ARNOLD.

THE faults of men are on a grander scale than those of children; this is the rule. Exceptions exist, it is true; yet, to a man of strong character, but of rude tastes and uncultivated manners, peccadilloes give an air of boyishness, not to say of effeminacy. For the boy to rob, and the man to steal, would be to reverse the laws of natural development; for the boy to lie, and the man to perjure himself, is the ordinary growth of sin grafted upon character. Our schools, therefore, are the nurseries of faults, rather than of matured offences; of faults, as we call them, because their indirect effects are trifling, but, estimated by any other scale, sins of exceeding magnitude.

The form in which the childish propensity to evil makes its appearance, is mainly untruthfulness. That untruthfulness is universal, none who are brought into close contact with men or children can deny; that it is more prevalent with adults than with the young, I do not need to prove. The faults of men are manifold, those of children less numerous in kind. Untruthfulness in its Protean forms is the salient point in the sinful side of the young. As discernible on the first as on the seventh day of the week, no amiability is so pure that it does not conceal it, no filial love so strong that it does not shelter it. Falsehood falls from the lisping tongue of the child, and lurks in the more guarded words of the youth, at the threshold of man's estate.

Is it the fault of the parent and teacher, that falsehood often, and prevarication almost always, are looked upon by the child as venial offences, far less culpable than swearing, stealing and Sabbath-breaking? To our shame we must confess it; and every teacher owes it to himself, to the world, and to his God, to look within him, and see how far the evil can be remedied by him. I do not suppose that any teacher entertains the idea distinctly defined, that untruthfulness is any less a sin than others of the youthful category, but its universality causes the thought to be practically forgotten. Children early conceive that truth can be sacrificed without great harm to the conscience, and manhood but gives strength to the conception.

The main reasons why the sin of untruthfulness is so little regarded among the pupils of our schools, are mainly the prevalence of the thought that falsehood is not strongly discountenanced by the language of Scripture, the universality of the motives which induce it, of the times which admit of it, and of its practice among those who should give the full force of their precept and their example against it. Some of these are not capable of control by human exertion; over some, individual effort can exert a modifying influence. What the Scripture teaches, theological zeal and research may show; what of truth our lives should display, we should make manifest in them, but we cannot sway those exterior motives which tempt at all places and in all times, and which are strong enough to draw the race from the way of perfect truth, not sparing the youngest and most cherished in our schools.

Of the universality of the motives which induce to untruthfulness, and of the times which admit of it, I will say but a word. Plainly they lie out of human agency. So long as the world is constituted as it is, so long as the will and judgment of the child rebel against the will and judgment of the parent, so long as there exist counsellors of evil and objects of covetous desire, just so long will those desires of the child which in the man would appear in deep-seated malice, stealth, and robbery, be smothered in the cloak of untruthfulness. Sabbath-breaking can at best be done only one-seventh of the time; successful thieving must be accomplished in moments of darkness or in situations of seclusion; God's name is commonly taken in vain in the presence of men, and under circumstances which demand a show at least of passion; a quarrel of words or an encounter of blows cannot exist without the participation of at least two; but untruthfulness may intrude upon all days and into all hours; may be practised among throngs of men, or be sheltered by the isolated heart; may go forth in spoken or written words, by night or by day, prompted by violent rage or by silent malice.

Whatever is common, is lightly regarded ; and thus it happens, that while great stress is laid upon the sin which must be occasional, that which meets us every day passes as a venial offence, as involving less criminality. Thus it is that untruthfulness permeates all words, all actions ; thus it is that it creeps into our schools, manifesting itself in underhanded deceit, artful suppression of the truth, skilful prevarication and open falsehood.

But the stronger the motives which induce to untruthfulness, the more universal the times which admit of it ; and the more forcible the temptations to think lightly of it, just so much the more becomes it our prerogative as teachers, as men whose great duty it is to present to the eyes of children a spotless example, and to instil into their hearts precepts of purity, to struggle earnestly and manfully against the crying evil of our schools. To none more than to us is addressed the command, "Be ye therefore perfect, even as your Father which is in heaven is perfect." While the mind is pliant, while the habits are taking root, while principles and tendencies are developing, then it becomes the task of the teacher to straighten the twig, to dress the field, and make all things ready for a harvest of manly piety and brave persistency in good. We have not so much to do with ethics as with practical morality. While we are thankful for the aid which Reid and Stewart, Locke and Browne have given us in laying deep and firmly our foundation, we will look to our Master, and our elder Brother for sympathy with us in our work, and so go trustfully on and rear the superstructure. Once the teacher was expected but to impart crude knowledge ; in later days he has been allowed to give culture to the taste, and strength to the intellect ; but now it is his glorious privilege not only to do all this, but to give grace to character. Let us not be forgetful of our high calling.

It is not my aim in this essay to labor after any untried method to banish untruthfulness from the school-room, but to show that we have the key in our possession which will unlock to us all the treasures which we seek. The tools we use are good ; the trouble lies in this, that we are bungling workmen. Complaining of our tools, we but confess our own want of skill.

It is folly to suppose that we can reduce all who are under our charge to the inane piety which is the result of thin blood or poor digestion. No course of training can render all pupils inoffensive and uncomplaining. I should be the last to wish that children should lay aside their youthful sports, and assume, in hours devoted to mirth, the sedateness of mature years. For one, I must say, at the risk of giving offence, that I most heartily deprecate those books, which, under a pretence of teaching early piety, present some example of insipid excel-

lence propped up by disease. No; piety is not girlishness, and those men do not "render to Cæsar the things which be Cæsar's," who laud that feeble virtue which has no temptation to fall, but award no praise to ruddy cheerfulness, to boyish ardor and uncompromising truthfulness.

In our schools we have to build on human nature, with its firm rocks, here and there its shifting sands. We are not to look for, and we should not be disappointed if we do not find, much of that quiet acquiescence, that tame submission to authority which is not compatible with spirit enough to tell a lie, and hardly so with ability enough to frame a deceit. We are to meet with zeal and slothfulness, with intelligence and dullness, with the proofs of this parent's care and of that one's neglect. We have to *educate* the human heart to truthfulness by a natural process.

And the first thing which we should bear in mind is this, that scholars are capable of appreciating the excellence and the beauty of truthfulness. Indeed, I suspect that boys under good instruction at home, have as keen a sense of this beauty as adults. That remark of George Washington, "I cannot tell a lie, father," would have struck a brother with the same power as it fell on that father's ear. I am not authorized by experience to claim for boys a quicker realization of the beauty of which I speak, than men generally possess, though I see not how that claim could fail to be sustained. Boys have little appreciation of the merit of intellectual power or sagacity, but much native candor, and, in most cases, generous inclinations. In reading such a work as Dickens's *Old Curiosity Shop*, the man will have his sympathies enlisted in favor of the subtle-minded but lying Quilp, while the boy will lose sight of his ability in contempt for his dark deceit, and will look with admiration on the native truthfulness of Kit Nubbles. If we look at any instance in our personal history, when as boys we saw our schoolmate tried by temptation, and then by one bold effort rise superior to it, and speak the truth with fearlessness, we cannot fail to recall our admiring sympathy. It is a libel upon childhood to assert that it is more pleased with cunning than with frankness. Girls have less openness of disposition than boys, it is true; but we may rely on this, that both boys and girls will be inwardly drawn more closely to that companion who is always truthful, than to the one who is habitually false.

If we recognize the truth of this; more than this, if we *feel* it, it may greatly modify our conduct as teachers. We are too apt to think that children highly prize and secretly extol the ability to deceive, but we greatly err when we assert that the cause of this estimation is their proclivity to falsehood. I would not arrogate for children a larger share of virtuous prin-

ciple than they possess, but I would insist that their admiration of the ability which can frame a deceit capable of eluding the teacher's penetration should not be confounded with the love of untruthfulness.

And here I would turn aside a moment from my direct course, but not from my main subject, in order to condemn the habit so common, I might almost say universal, of winking at prevarication, and the suppression of truth, and of entertaining the appearance of being deceived, in order to avoid the necessity of inflicting punishment. Perhaps of all the evils of the school-room, this is the worst. In this, the teacher plays the liar's part, and offers too a direct bounty on untruthfulness. We must not expect too much from children. They naturally regard the teacher as one set over them as their governor; they are strongly tempted to think of their position relative to his, as that of two rogues, each trying to outwit the other, and when the teacher, in order to avoid trouble, and make his own labor light, is willing to grant them the consciousness of advantage, he is giving a stimulus to untruthfulness whose power he cannot measure. As the teacher values his influence, he should follow up at once, no matter at what sacrifice of intellectual instruction, every instance of deceit, however trivial.

He cannot labor too earnestly to remove, in the minds of his scholars, any distinction which they may be inclined to make with regard to the degrees of sin involved in falsehood, prevarication, and the suppression of truth. By making the punishment the same for all, he should earnestly inculcate the equality of these offences. I apprehend that we cannot weigh the amount of evil done by those teachers who use such expressions as "a great lie," "a formidable falsehood," "a gross prevarication." The tendency of all such phrases is to make the widest deviation from truth the standard, and not perfect purity of thought. Our children must feel that, if a distinction must be made, the "greatest liar" is not he who, from habit, drops broad falsehoods from his tongue, but he who, with his own will, first steps, be it never so slightly, from the way of truth.

Acknowledging that children are naturally quick to mark truthfulness in their companions, and ready to admire it, we can but confess it our duty to do all in our power to train them to a constant and high estimation of its value in themselves. While we are prompt to punish those who are untruthful, we may call repeated attention to those instances, in ancient and modern history, where men of all nations, and of every creed, have given their testimony to the beauty of truth. Why should we read, in our schools, of Darius and Fabricius,

Scævola and Cato, unless we are to profit by those words of theirs, which show how fair a thing is truth, and what a gem it is to set off even the heathen character?

And not only should the teacher call his pupils' attention to examples drawn from actual biography, but he should also, by the exercise of a little imagination, present to them situations of temptation in which they may find themselves placed. Let him picture the victory of truthfulness, and show that such a conquest, though bloodless, involves much power, and frequently is as great in its effects upon individual character as those of nations upon history. What physical courage is, boys feel intuitively; what moral courage is, they can be made to understand. The great reason why boys and boyish men have no appreciation of moral courage is, that they so rarely exercise it, and take occasion to test its worth.

When a child has arrived at such maturity as to see the excellence of moral courage in others, which, as I said in the outset, is at an early age with boys under a judicious mother's care, the teacher must devise ways to call the power into practice. This step requires much discretion. If taken wisely, it will give great solidity to the scholar's character, but if hastily, it may shipwreck a soul. There should no strong temptation be put before the child, but rather an opportunity to speak the truth with manfulness. An instance of what I mean would be this. James comes to school, some morning, tardy. His heavy tread and swollen eyes tell the story of oversleeping. How often have I seen the next step of the teacher missed! He tries to remedy the evil by throwing ridicule upon the boy, and holding him up to the laughter of the school. And so he bluntly asks, "Well, James, how is this?" The boy of course gives no answer. Indeed, none was wished. "Not up early enough, were you?" The boy sullenly answers "No," and the scholars laugh. If punctuality is to be purchased at the cost of candor, give me the latter. The truth, spoken as it has been by the boy, has no merit. It hardly deserves so high a name as truth. How much better for the teacher to ask, in a pleasant way, if he wishes to allude to the cause of tardiness, "James, did you see the sun rise this morning?" and, in nine cases out of ten, the answer will be a ready "No, sir." The antithesis involved in the question gives it point, and, while sharp, it does not rankle. If the boy is a tried one, I would ask, in a manner which would demand but one answer, "Have you any excuse to plead, James?" A boy of real moral courage will answer with a willing "No, sir," while one who has not been trained to a ready and truthful reply, will perhaps speak the syllables, but in such a manner as to convey the impression that he has an excuse, but lacks moral courage to state

it. Teachers do a great wrong to the child by asking, in such a case, "James, what is your excuse? for the silence which must follow is perilous, thrice perilous, to his truthfulness. No questions should be asked in the school-room which do not demand a ready answer. By always giving such, the teacher may open a fine field for the culture of moral courage, while, by taking the opposite course, he oftentimes stimulates the youthful mind to search for foundationless excuses, and even to utter deliberate falsehoods.

I have already arrived at the limits which I assigned to myself, but the magnitude of the subject, and the many wrong directions which the injudicious teacher takes in dealing with this formidable enemy, untruthfulness, constrain me to add a few words more.

I would utterly condemn the habit, which is so common, of praising the child who is truthful. I do not say that I would not blame him who is untruthful, but would censure with words, and punish with blows, if these were needed. But the laudation of a pupil's honesty will never establish truthfulness on a right basis. It may ensure some good results, but those same results should spring solely from a sense of duty. There is to be no teacher through life to encourage and praise. The reward is to spring up in the *man's* breast, and so should it in the *child's*. The sense of duty is not all-powerful in a child, it is true; nay, it is weak; but, cherished by a teacher's constant, and not only constant, but zealous efforts, even in the child it may blossom and bear good fruit. It is by no means *absurd* to pay a child in dollars for reading the Bible through, for a passage may strike the mind and modify the life. It is not *absurd* to hire a child's candor and pay for it with praise. But if we can have the Bible read, and the truth spoken, in other ways, more noble, nay, more godlike, let us by all means use them.

Great discretion must be used in trusting children. Many read the words, "It is a shame to cheat Arnold; he always believes us," hurry to their schools with the false interpretation which they give them, and follow them with as much discrimination as success. O that teachers could be warned off from this dangerous ground! Would that they might see all of Dr. Arnold, his school and his character, before they interpret his words. This placing of young minds in positions of danger, this expecting of them to stand alone while at best they can but totter, this risking of character on the probability of giving it strength,—would that our teachers might realize its peril. Where one mind comes out unharmed, two are maimed for life.

If we would be able to say to our pupils, as Dr. Arnold said, and said successfully, "*of course*, I believe you," it

is not enough alone to give our full confidence. The heart of a child is willing to respond to a trust, but it must not be too sorely tempted. To be able to leave our school rooms for a minute or an hour, and feel that the order of the room is safe in the honor of our scholars, to be able to realize that we are dealing with minds not impregnated with deceit, but open and frank, more is demanded than the yielding of implicit confidence. If the teacher would be confided in as he is confiding, he must earn it by unfaltering faithfulness, and the possession of his own heart in purity. After all, we fall back at last upon this great principle, that, for the teacher to have truthful pupils, he must himself be truthful. His excellences of mind and heart will be repeated in the generation under his charge, and so too will his faults. Not his words alone—his whole demeanor, his whole aspect must be truthful,—truth-full, not truth-showing. No assumption of a forced dignity should give rise to the charge of hypocrisy; no artful displaying of his school should unmask, to those young but quick eyes, his own blackness; no attempts to hide his own faults, and to conceal his own deficiencies should awaken the suspicions, or repulse the sympathies, of those young hearts. If he would have his *precepts* effective, he must have his *example* faultless. With a firm reliance on a power higher than man, with a watchful and persistent determination to build up in himself a truthful, holy character, every teacher, whatever be his intellectual acquirements, may teach powerfully and effectively, by precept and illustration, how fair a thing is truth; may do much to rear up minds which can abide the day of temptation, and give strength to the falling. When we punish our pupils for untruthfulness, let us ask whether we are ourselves truthful; when we instil “line upon line and precept upon precept,” let us question ourselves, and answer truly, whether we are giving the seal of a high and holy example;—for without this, untruthfulness can have no preventive, no remedy.

CHILDREN IN BAVARIA. The King of Bavaria has decreed that no children, aged less than ten years at least, and who have not received elementary and religious instruction, shall be employed in manufactories; that they shall not be occupied more than nine hours in the day, and of these three shall be passed at school; that the children shall be continually under surveillance, and that, if possible, the two sexes shall be kept separate.

TEACHING FOR A LIFETIME.

WHOEVER attempts to master an art, or to learn a trade, does so with the fixed purpose of making it the business of his life. The man who prepares himself for the counting-room, or enters on the practice of medicine or of law, or assumes the sacred duties of the gospel ministry, fully intends to give up his whole life to the profession of his adoption, and cheerfully devotes to it his highest energies. But it is a rare sight to see any one thus deliberately devote himself to the business of *teaching* for life. We *do* sometimes see gray-haired men who have spent their lives in teaching; but investigation will generally show that this has resulted rather from necessity, or from the force of peculiar circumstances, than from settled choice. Is teaching, then, an employment of so little account in the eyes of the world, and so entirely destitute of attractions? Are its rewards so meagre as to discourage the throng of eager aspirants for wealth or the world's honors, or even for usefulness, from entering its ranks as soldiers enlisted for the campaign of life? What motives have most influence with the young, fresh and vigorous mind; what circumstances are most potent to decide it, in that momentous thing, the choice of a profession? When, in his emergence from boyhood, the first thoughts of active exertion as a means of securing independence gradually take hold of a young man's mind, what is more natural than that he should take the living examples of successful and happy men around him, and, comparing one with another, should draw conclusions which will direct his taste and determine his choice? Thus, many a youth has looked with admiration on the kindly face of his family physician, and felt that, when he should grow to manhood, *he too* would seek to gain the universal love and esteem which fall to the lot of the good and kind men who minister to the physical ills of life. Or perhaps he has felt, from the example before him, how sweet the reward of the faithful pastor's labors, in the affectionate care and unselfish love of his flock; and thus has been sown the seed, which, in its after-blossoming, has made him an ambassador of Heaven to man. Equally powerful in directing the mind, undetermined which department of life's labor it may enter with most advantage, are the examples of the earnest and successful artist, or man of business, around whose pathway, mingled with life's cares, which none may hope to escape, are strewn many sweet and beautiful flowers, which, like the luxuriant vine, cover up the rude trellis-work of life with their exuberant verdure and budding blossoms. But who ever knew a youth sufficiently attracted by the exam-

ple of a faithful and self-denying teacher, to desire to endure the multiplied and vexatious trials to which he has seen him daily subjected for years? especially when he reflects that, for this, his reward, as the world reckons it, has barely sufficed to meet the necessities of existence, and that he must inevitably go down to the grave, leaving his family to battle with that poverty which his strong arm has, in his lifetime, warded off with so much difficulty. But it is said, all teachers are not thus unfortunate. Ay, but the exceptions are but as lighthouses, sending forth their feeble glimmer into the darkness, only to make it more palpable. Here and there, we see a teacher, or hear of one, who has had the good fortune to fall among sympathetic and appreciative minds; who has not only had kindness and sympathy to cheer his pathway, but that which, in spite of the cold reasoning and philosophy of those who never felt its need, is the weightier argument,—an abundant pecuniary support, enabling him not only to enjoy some degree of the comforts of life, as it passes, but to provide for his dear ones against the afflictions of sickness and death, as other men do, and as it is *his* right to do.

But it is matter of daily observation that the lives of the mass of teachers hold out little that is inviting to such as feel not the value of their inward peace, offer few inducements to those who would not hedge up life with stern duties, and rest satisfied, if the full recompense is deferred to eternity. The duty of treating the teacher as men of other professions expect to be treated, and of cheerfully awarding him his proper recompense, has been, and is yet, sadly neglected; but every passing year makes us more hopeful that a good time is coming, even for the teacher, and that, before this generation shall all have passed away, his profession will have so nearly assumed its proper position among other vocations of honor and usefulness, as to present to the young mind many inducements to a lifelong service. Then shall we see, more frequently than now, men of the most brilliant talents, early in life making preparation to bring to the teacher's office the fruits of long years of earnest mental culture.

And who shall estimate the benefits which the children of that day shall reap, from this long-hoped-for change? Brother teachers, can we not aid in producing this consummation? Shall our cheerful zeal, and patient, uncomplaining effort, weigh nothing in the scale?

But suppose our hopes are never realized; is there no adequate reward, no comfort for us, other than that grudgingly yielded by the cold selfishness of the world? As you look around and notice the results of your toil, it may be in transforming rude and unpromising materials into cultivated and

well-disciplined men and women, or, perchance, in reclaiming the wilfully bad, whose after career of usefulness and happiness they trace to your efforts under God, can you say there is no inducement to devote a lifetime to such a work? Toil on, then, faint hearted and almost discouraged teacher. Bravely determine to tread for life the weary round of duties to which your past years have been devoted; and, when you are gone to your final rest, succeeding generations will reward you with a loving memory.

N. C. W.

St. Louis, Mo., February, 1855.

[From the R. I. Schoolmaster.]

ACCURACY IN ARITHMETIC.

MR. EDITOR :—It is probably not your desire to receive elaborate and formal essays upon such subjects as come within the scope of your paper, but rather plain and familiar suggestions, and information for those who wish it. In this belief, I send you an account of what I have practised in my own school of boys. My scholars were very inaccurate in the performance of their examples in arithmetic; and, in my efforts to correct this fault, I saw the advantage of encouraging a feeling of personal responsibility. With this view I adopted the following method, an example of which will enable me to illustrate my plan.

“Bought of Mr. J. W. Baker, 3 bbls. Flour, at \$8.50 per bbl.; 1 bag Coffee, 60 lbs., at 12 1-2 c. per lb.; 1 box Candles, 30 lbs., at 37 1-2 c. per lb.; 1 box Raisins, 25 lbs., at 10 c. per lb.; 22 yds. Calico, at 12 1-2 c.; 6 doz. Eggs, at 14 c. I paid cash for these articles, and was allowed a discount of 5 per cent. from the amount of the bill: What did the goods cost me?

I assume that there were five persons interested in the accuracy of this transaction :—Mr. Baker, his book-keeper, the clerk who sold the goods, the teamster whom I sent for them, and whom I empowered to pay the bill, and, lastly, myself. I therefore divide the class into five sections, assigning to each its separate personality. Each scholar is to do his work entirely by himself, and to hand in his answer to me, upon a piece of paper, or upon his slate. Collecting these answers, I find that they exhibit quite a variety of sums. “Ah, my men of business, there’s some mistake here. I think Mr. Baker does n’t wish to receive more than his lawful dues; and I’m sure I do n’t want to pay more than he asks for them; a careless clerk is of no use to anybody; and, if my teamster is dishonest, I want to know it. Moreover, the book-keeper has a reputation to

sustain. There's some fault *somewhere*. "Where is it?" Accordingly, the boys go to work again with a wonderful sense of mercantile responsibility. Not allowing them to see each other's accounts, I encourage them to persevere until all the answers shall agree. Then I exhibit them to the class, and read the names of those scholars whose answers were right at first.

I found this plan exceedingly valuable. The class was very much entertained by this personation of business characters; and feeling at once an increased interest in arithmetical exercises, the members soon exhibited a very satisfactory degree of accuracy and self-reliance.

Some form of this idea may be adapted to almost every arithmetical problem that can occur. It would be most injudicious, however, to present mercantile transactions as the most important concerns of life.

I should wish to give a child a nobler motive for accuracy than mere worldly interest; justice to others rather than advantage to himself.

S.

[From the R. I. Schoolmaster.]

THE FLOWERS.

How lovely are the flowers,
That in the valley smile!
They seem like forms of angels,
Pure and free from guile.

But one thing mars their beauty,
It does not always last:
They droop, and fade, and wither,
Ere the summer's past.

And I am like the flower,
That blooms in fragrant May;
When days of sickness find me,
Then I fade away.

Then let me seek the beauty,
That innocence can give;
For when this life is over,
That will ever live.

EXAMINATION OF FRAMINGHAM STATE
NORMAL SCHOOL.

THIS institution occupies a charming location, not far from the geographical centre of the State, in a town remarkable for natural beauty, and greatly embellished by the good taste of its inhabitants. The school-house is a model structure, combining elegance and convenience for such a purpose, to a degree, probably, never surpassed. The school appears to have recovered entirely from the shock necessarily incident to its removal from West Newton, and the additional establishment of several similar institutions. This is the oldest of the Normal schools; and, as might be expected, it leads the others in the number of pupils under its instruction during the past year.

Its examination was held on the 5th and 6th of February, and was conducted by the Board of Education. Ready knowledge and thorough mental discipline seemed to characterize every recitation. Vigorous thought, self-reliance, and good taste were every where manifest. Maps were drawn from memory, and difficult problems in Geometry were illustrated with a facility and exactness, truly surprising; while adequate reasons were given for every step in the process. Among many creditable performances, the examination in the "Theory and Art of Teaching," deserves especial notice. The modes of reasoning upon this subject, and the answers given by the pupils, would have done honor to teachers of large experience. Not only were just views expressed, but, without any compromise of feminine propriety, they were put forth with an individuality and assurance that did not hesitate to confront opinions even with the teacher or the Board of Education.

The afternoon of the 6th was devoted to the graduating exercises of the senior class. Notwithstanding this was the coldest day of the season, spectators crowded the Hall to repletion. The occasion was one of deep interest. The semi-annual Report of the Principal, Rev. Eben S. Stearns, was full of good sense and valuable information. It clearly evinced the untiring energy which has placed the school in its present enviable position. The Poem, by Miss Mary W. Farr, of Leicester, and the valedictory Address, by Miss Anna W. Blasdel, of Salisbury, were excellent productions. The first was a beautiful specimen of thought and pure sentiment, adorned by refined imagination, and the latter, a vigorous and touching tribute of sisterly affection and grateful regard. The intervals

between these performances were enlivened by songs composed for the occasion by members of the graduating class. Of these, the following "Parting Hymn" is a specimen :

PARTING HYMN.

(BY A MEMBER OF THE SENIOR CLASS.)

There 's a bird whose last sad notes are a song ;
To song our words of parting belong ;
Plaintive and low our notes must be,
For sad, not merry and joyous, are we

Tears, not smiles, are our portion to-day,
For clouds of sorrow are round our way ;
The little life we have lived together,
The love with which we have loved each other—

Will close with the setting of this day's sun,
Will live when life on earth is done,
For to-day, to-day must our parting be,
Yet our love shall live in eternity.

The door of Life is opening now ;
We will enter with hope on every brow ;
Let each tear of sorrow be wiped away
By the brightness there is in the coming day.

FATHER IN HEAVEN ! Thine aid we seek,
For we are helpless and sad and weak ;
Oh, guide us together and apart,—
Find Thou a home in every heart.

Next came an affecting scene. The class (seventeen in number) gathered in a semicircle about their principal teacher, to receive from him a few words of parting counsel, and the diplomas which they had so fairly earned. The paternal interest manifested on the one part, and the affectionate reverence and tenderness on the other, were responded to by the audience with sympathetic emotion.

The exercises being now concluded, Mr. George B. Emerson, of Boston, who has been, more, than any other man, the FATHER of our System of Normal Schools, addressed the young ladies in behalf of the Board of Education. He expressed the great satisfaction experienced by the visitors in witnessing such remarkable evidences of success, signified the entire satisfaction of the Board with the management of the institution, and concluded with interesting remarks suited to the occasion. He then introduced Rev. Mr. Bodwell,

of Framingham, who, in a very neat and complimentary speech alluded humorously to the distrust manifested by the people, on receiving among them so many strangers. He spoke of their wonderful surmises and forebodings, and of the remarkable manner in which their fears had been silenced, and the school established in their confidence and affection. The Town-schools had been greatly benefited by the services of lady teachers from the Normal School. Some schools, regarded as almost ungovernable even by male teachers, had been reduced by their skill to perfect order. He alluded to the advantages which the Town had begun to derive from the model school, and expressed his belief that the Normal pupils and their teachers would henceforth find the place to be what its name indicates, "*Fremling-hame*," the *stranger's home*.

Mr. Emerson then introduced Mr. Josiah A. Stearns, of Boston, President of Massachusetts Teachers' Association, who manifested his interest in words of encouragement and counsel. Also, Mr. William H. Wells, of Westfield Normal School, who spoke in terms of high encomium.

Rev. Dr. Sears, Secretary of the Board, was then called upon, but much to the regret of every one, he was cut short by the announcement that the cars were about to start for Boston.

Hon. Isaac Davis, of Worcester, and other distinguished gentlemen were upon the platform, but the company were obliged to forego the pleasure of hearing them.

A hymn was sung, and the crowd separated, more than ever rejoicing that Legislative wisdom had so successfully undertaken to elevate the standard of public instruction.

A LOOKER-ON.

MR. EDITOR:—Permit me, as a teacher, to object to one or two statements made by "A Father," in the March number of "The Teacher."

Speaking of "A Scheming Master," he says, "He held his pupils to a close rule of discipline in school hours, but, in play, was as much a boy as any of his school, to keep their good-will. His pupils obeyed in school, because they were pleased with their teacher; and not because the line of duty demanded was right." "A true teacher should not play ball, &c." If he held his pupils to a close rule of discipline in school, what harm was there in his playing ball at intermission? If his playing with them made them more attached to him, did he not do right to play? The more love pupils have for a teacher, the better

they will learn, other things being equal. It is not right for a teacher to engage in improper sports with his flock, such as "games of chance, &c.;" but, in all innocent sports, if he is a true teacher, one who is governed by good principles, his presence will have an influence upon them for good. Conscience and judgment *may* be exercised, even in sports. And where is there a better or broader field for the exercise of these qualities than on the play-ground of our schools? The teacher cannot read the character of a pupil so well in the school-room, where his actions succumb to the restraints there imposed, as during the play hours, when these restraints are thrown aside for the time being. There, if he has a fresh, warm heart, ready to appreciate the heart of his pupil, he can lead him gently, kindly, but successfully, to right deeds, and right motives. There he can check the bad impulses which at times will spring up in all minds.

CLEMMMA.

Adams, March 12th, 1855.

A PRAYER FOR LIGHT.

"quæ nunc obducta tuenti
Mortales hebetat visus tibi, et humida circum
Caligat,"

ÆN. II. 604.

YET I dream of a brighter, a glorious day,
Of a clear and a radiant sun,
When the mists of the night shall have vanished away,
And the dawning of knowledge begun.
There are things I would know that no mortal can see,
I grope in the darkness in vain,
O when shall the shadow be lifted from me,
The curtain be severed in twain?

I would read what Thy hand hath recorded of old,
When the earth had nor verdure nor form,
Ere the waters were back from their barriers rolled,
Or Thy mandate spoke peace to the storm.
When rocks were on rocks high like battlements piled,
And frowned on the elements' strife,
Or rose like the sepulchre, gloomy and wild,
Of an age of pre-Adamite life.

I would hear what Thy word utters deep to my soul
Of the Past, of the fearful to-day,
Of the Future, whose mystical scenes shall unroll,
And forever be rolling away.
I would hear the sweet voices that come to me when
My spirit is weary and still,

And, drinking the murmur again and again,
My life with their melody fill.

'T is in vain ! I am weak ; Father, pity thy child,
I would read, but my vision is dim ;
I listen, but hear fragments broken and wild,
Of a grand and harmonious hymn.
I long to know more, ever more, of thy ways,
Of myself, of creation, of Thee ;
Rend away the thick clouds that would hinder my gaze,
And bid the blind suppliant see.

Hinsdale, Mass.

J. K. L.

PAYSON AND DUNTON'S REVISED SERIES OF WRITING BOOKS.

THE books belonging to this series, five in number, are intended to be a compromise between the old-fashioned round hand, and the more modern, angular, and open style of writing. The former, though it often leads to the acquisition of a strong, rapid, and graceful style of penmanship, is justly objected to as being, in general, too formal and labored for practical use. Its highest claim to be retained as a standard is the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system. On the other hand, the modern angular system, with scarcely any shade lines, with many unnecessary turns and sweeps of the pen, which deform the letters, and impair the legibility of the writing, together with the habit which it induces of spreading out words, is even more objectionable, though it unquestionably allows the pupil greater freedom of movement. From an experience of many years we are satisfied that there is no short and easy method of acquiring a rapid and graceful style of penmanship ; and that those who profess to teach the art of writing in twelve, twenty-four, or double that number of lessons, may be justly regarded as empirics.

Learning to write well must always be a work of much time and effort ; since it involves a careful training of the eye and hand, and a gradual development of the judgment and taste. Great natural obstacles are sometimes to be overcome, but by careful and well-directed efforts, with a good system, *any one* may learn to write well, and most persons may learn to write elegantly. Good writing is characterized by *legibility, rapidity* and *beauty*. We value legibility the most, and, for this reason, we would always inculcate, in teaching, a severe and simple style of writing, free from all unmeaning additions which

distract the eye, and so impair this essential quality ; which embarrass the pupil ; which can be imitated only after long practice ; and which, when imitated, are not a grace, but rather a blemish, simply from being ornaments out of place.

Rapidity, though obviously also an essential element of good penmanship, must be subordinate to legibility. The open, angular system reverses the order of these qualities, placing rapidity first, and the handwriting is thus, in most cases, irreparably injured. A thin, inelegant and illegible style takes the place of a compact and legible one, and the pupil rarely acquires a thorough knowledge of correct form and elements, because a careful and labored imitation of them is no part of the system. This is strikingly apparent if the writer is ever required to head a ledger, for here he must utterly fail.

The difference of speed with which different penmen execute their writing, is owing partly to physical differences ; some persons being by nature quick and nervous in their movements, and others dull and slow. But it is very seldom that we see a business man who is obliged to write much, who is not a rapid penman ; for habit secures facility and readiness. But unfortunately the same cannot be said of grace and legibility. To make good writers, then, those who shall combine legibility and speed in their penmanship, some other physical training is needed besides that which accompanies the careful imitation of well-executed copies. All kinds of manipulation with the fingers are wonderfully facilitated by repetition. The movements of the hand on the piano, or any other musical instrument, are an illustration of this ; but these are very varied in comparison with those employed in writing, which are simple and easily practised under judicious training. Let any one who has not given attention to the subject, satisfy himself on this point, by watching the motions of his own hand in writing. However accomplished he may be as a penman, he will find two movements only ; that of the arm, and that of the thumb and first two fingers. Facility in executing these two movements should be aimed at, at the same time that the imitation of the elementary forms is rigidly insisted on.

The finger movement is the first to be taught, and, of course, as preparatory to this, some directions about holding the pen must be given. Teachers should not be too rigid in their requirements on this point, since equally good penmen differ in opinion with regard to it, and it cannot be said that there is absolutely but *one* correct method. Besides, the teacher will find in many of his youngest pupils physical habits already formed, which it is better to humor somewhat, than to attempt entirely to eradicate. The following directions may be of use, in the absence of any universally established method of holding the pen.

Let the middle finger rest on the side of the pen, about three-fourths of an inch from the end of it, and let the thumb and forefinger be opposite each other, a little above the middle finger. Grasp the pen lightly, and let the penholder rest upon the upper part of the fore-finger, and not in the hollow between this finger and the thumb. Always turn the pen in such a way that it shall bear upon the paper equally, with both nibs. Let the pupil be required to hold the pen so loosely, or with so little compression of the muscles, as almost to let it slip from his fingers. He will then be readily made to see how much more freely he can execute the finger movement, or the contraction of the thumb and first two fingers, when they are in this state, than when the pen is grasped tightly and the muscles are rigid. Indeed, he should be made to see that it is not possible to move the fingers freely except when the muscles are relaxed. When he has learned this, he may be required to move the pen up and down on an oblique line, by this movement of the fingers. This practice will soon enable him to execute a looped line, and he may then go over *m*'s or *n*'s, or any other elementary forms. Let him do this some hundred times before beginning to write the copy for the day; and any teacher who has not tried the experiment, will be astonished at the facility which will soon take the place of the labored movement so often observed in beginners. It is no uncommon thing to see young scholars move the whole hand in executing their school copies, without any finger movement whatever, when that of the fingers is the only one required.

The other movement consists of a greater or less movement of the arm and forearm; the ball-and-socket joint of the shoulder allowing the partial rotation of the whole arm, with a slight resting upon the wrist or the whole of the forearm. This movement is very perceptible when one is writing upon the black-board. Here the hand moves in easy curves and sweeps, which alone can give grace to the execution. It will be secured on paper, by requiring the pupil to write a word and then connect the last letter with the first by a circular sweep of the pen above the word, and then, after retracing the word with the pen, with or without ink, again and again to repeat the movement.

Let these two movements, then, constantly accompany the practice necessary in going through this series of writing books, and teachers may be assured that whatever is done in the way of instruction, be it more or less, will be done in the right direction.

This system aims to teach one thing at a time. For this reason, the first book of the series contains little more than those elements which enter most frequently into the small letters of the alphabet. These elements are, in some writing books which

we have tested, too large ; they are beyond the physical power of the child ; and it is as unreasonable to require him to execute them, as it would be to insist upon his spanning an octave on the key-board, before his hand is large enough. In this book they are within the compass of his ability, and more nearly of the size of the writing practically useful in after life. Yet they do not run into the other extreme, in being so small as to give no scope for criticism when they have been copied. Much care has been taken that these elements, and all the letters to be met with in this series of writing books, should conform to a correct standard of taste ; which is not, as is sometimes supposed, a thing altogether arbitrary. There is a natural fitness in the form, proportions and finish of a letter, which should never be violated ; and an important part of a pupil's training consists in teaching him to understand and appreciate this fitness, without which writing cannot be graceful or beautiful. This knowledge is gained slowly, by repeated observation and comparison ; for after the pupil has learned to discriminate between good and bad letters, he has often still to learn how to reproduce that which satisfies his eye and his taste.

Let the learner, then, after a few simple directions with regard to position, holding the pen, &c., begin with the first book. We recommend, after having faithfully tried the experiment, the use of a pencil instead of a pen, at starting ; especially with very young scholars. It spares them the embarrassment of ink, which is often a serious one, and leaves the mind to be occupied solely with the imitation of the letters and elementary forms, and of course secures a more perfect result. The pencils should always be longer than the forefinger, by at least an inch ; the use of a short pencil often endangering the correct habit of the hand in holding it. The use of short pencils on the slate should be rigidly prohibited for the same reason.

The pupil may go through one or more books of the first number in the series, at the discretion of the teacher. The writer of this has been in the habit of carrying his most advanced pupils carefully through the elements from time to time, generally at the beginning of the school year, and he is satisfied that no time is lost in so doing. It serves to inculcate anew the essential elements introduced in writing, and gives an opportunity for practice on the elementary principles, to those who, for any reason, are behind the rest of the class in their proficiency.

No. 2 gives the small letters, one at a time, besides affording practice in writing figures. In No. 3 the capitals are introduced singly ; and practice in writing figures is continued through this book and the next. No. 4 contains exercises in single words, with a view to the accurate joining of the letters together, and

continued practice in the close imitation of forms. In this book the pupil is not expected to write rapidly, though he should by this time have learned to move the pen freely, employing the finger movement, and, to some extent, that of the arm,—the physical exercises above alluded to being constantly kept up. No. 5 completes the series by furnishing practice in writing sentences. These should be carefully, and, if necessary, slowly imitated, as well as the copies of the preceding books.

It is not expected, by this method of teaching, to make whole classes write after one model; but it is believed that, while certain standard forms will invariably be impressed upon the mind of the pupil by a thorough course of training, so that the essential characteristics of the style which he acquires may be readily traced back to the system, he will still be allowed sufficient freedom for the expression of his own individuality,—that he will not write as a writing-master, a copy-book hand,—but that, with the freedom and grace which practice will secure to him, he will unite a habit of exact and thorough execution.

W.

[From the R. I. Schoolmaster.]

SCHOOL JURISPRUDENCE.

IN governing a school, cases will often arise in which the thoughtful teacher will feel much embarrassment. He will desire to know how others have acted in similar circumstances, and what consequences have resulted. But above all, he will be especially anxious to learn what are the great principles of justice and truth, which should guide him in the midst of such difficulties. He will need reading, reflection, consultation, as well as observation and experience. To aid him in making decisions in cases of emergency, we propose to keep a column or two for the report and discussion of such topics and questions as may arise in the practical government of a school. We shall extend our remarks and observations, sometimes, to the relations subsisting between parents and teachers; and to the whole economy of the school system.

In every Medical Journal, a large space is devoted to accounts of difficult or remarkable cases which have occurred in the practice of different physicians; and these accounts embrace all the symptoms and manifestations of the disease, the methods of treatment in its different stages, and the result, whether favorable or unfavorable. Is a remarkable surgical operation performed, not only is the fact stated, but the full particulars of it are given. Does a new disease make its appearance, not only are its characteristics and all that is known of methods of treating it care-

fully stated, but physicians who have had to deal with it describe the cases of particular patients, and show as far as possible, in each, the manner of the attack, the progress of the disease, the precise remedies applied, and the effect of the treatment.

So in Legal Journals, reports of questions raised, arguments adduced, decisions made in trying important cases, occupy a very prominent place. And who that is conversant with the medical and legal journals of the day, but will acknowledge that their most interesting and valuable articles, especially to the young practitioner, are those containing such reports?

And why would not reports of cases which have actually occurred in the school-room be of equal value to teachers? It cannot be that *they* are the only persons who cannot profit by the experience of each other; yet we do not know of a single Educational Journal in which any space is devoted to such reports; and it would be difficult to select from all the books which have been written on the subject of education, or on the teacher's life and duties, materials enough for a single volume. This great deficiency in educational literature can easily be supplied, if practical teachers, those who are actually engaged in the business of instruction, will interest themselves in it.

These reports should come from teachers in all grades of schools, both in city and country, so as to include a variety of cases, and illustrate the various methods of instruction, discipline, and management, which different teachers adopt. Moreover, they should include cases of unsuccessful, as well as successful treatment.

It may be objected to such reports, that as no two teachers will ever find themselves in precisely the same situation, the course taken by one will not in every respect be the proper course to be taken by another. This is very true, and it is also true that no man can work in the harness of another. No man can exert an influence intellectually or morally, except in his own way. One may do by a look, what another must do by a word, and what still another can never do, however great an effort he may make; and yet something may be learned even from the experience of the last. It is scarcely less important to know the causes of failure, than of success. But were a young teacher to consider any report as indicating precisely the course which he ought, or ought not, to take, he would be injured rather than benefited by it. If, however, he should consider that each report illustrates some principle, and should examine it carefully to see what that principle is, and what are the elements of the success, or the want of success in the case described, he could not be otherwise than benefited by it.

We hope teachers of Rhode Island will contribute freely to this department of the Schoolmaster, and thus give to others the

fruits of their experience, and also show that the life of a teacher, instead of being, as some suppose, a mere hum-drum, monotonous course, is diversified by incidents as varied as those which occur in any other profession.

DISRESPECT TO TEACHER.

CASE 1st. We will close this article with the following report of a case, every particular of which we know to be true.

The school was composed entirely of boys, and numbered about fifty scholars, ranging from eight to sixteen years of age. It was situated four or five miles from a large city, in a village which was then, and is now, a noted resort for "fast" young men. As a consequence, the boys became acquainted with all the profane, vulgar, and slang expressions of the day, and were much inclined to be rude and pert, both in and out of school.

One day, a slight disturbance having occurred in one of the classes, the teacher asked a scholar concerning it, and received a very disrespectful and insulting reply. After a moment's silence, he went on with the recitation, apparently intending to take no notice of the offence. The scholars were much surprised at this seeming indifference, and commented on it freely among themselves at the close of school.

The next morning the teacher called the attention of the school, saying pleasantly that he wished to ask a few questions. "If," said he, "you were at play here in the yard, and a gentleman riding by in a chaise, should stop and inquire the way to Brighton, would you tell him?" "Yes," promptly answered the boys. "But how would you tell him? In pleasant, gentlemanly tones, or gruffly, as though he had no right to trouble you and disturb your plays?" "I would tell him as well as I could," said one of the boys, and all raised their hands to indicate their approval of the answer. "But suppose that a common laborer should ask you the same question, would you tell him?" "Yes," was again the reply. "And would you tell him in as polite and gentlemanly a manner as you told the other?" "Yes," said all the boys. "But suppose that instead of one of these, a *strolling beggar*, clothed in filthy garments, and having every appearance of a man who had debased himself by his vices, should ask of you the same information, would you tell him?" A hearty "Yes," was as before the response. "But would you be as particular to tell him kindly and pleasantly as you would be to tell the others?" "Most certainly we should," said the boys, some even adding that they ought to be more particular to speak kindly to such a person.

The teacher had now gained his point. The scholars had established for themselves a principle which each felt was just

and true, and it only remained for the teacher to make the application.

"Yesterday," said he slowly and impressively, "I asked George Jones a question, which I not only had a right to ask, but which it was my duty to ask, and he gave me a disrespectful answer. Is it possible that there is a boy in this school, who will treat his teacher worse than he would the merest vagabond that walks the streets?"

It was enough. Nothing more was said, yet every scholar felt the reproof; and the teacher did not, during the remainder of the term, have occasion to complain of the slightest want of respect on the part of any of his pupils.

CASE 2d. Samuel dropped a pencil upon the floor, and in recovering it jostled William, his right-hand neighbor, with his elbow; he was detected, and to some questioning as to motive answered impertinently, and when reproved for this, added stubbornness to his first trivial breach of order. What course ought a judicious teacher to pursue to bring him to an acknowledgment of his wrong-doing, and to induce him to forsake all attempts at similar annoyances in future?

In a case like this, where a grave offence grows out of a comparatively insignificant one, much, in fact nearly all, depends upon the teacher's bearing and manner. If he be kind and firm, rarely indeed will small affairs grow to any importance. And one good rule will be, never, or very seldom, to ask a scholar's motive for any small breach of order. The stern demand, "What did you do that for, sir?" may frighten a child into a falsehood. At any rate it will suggest to him the propriety of seeking an excuse, or will prompt him to concealment, and all these are bad enough, but not so injurious as when the frowning question merely arouses opposition and wilfulness. Ask not often for a child's motive when he does wrong: he is not always half conscious what his motive was, and then he feels too much ashamed of it to be willing to tell it.

A little judicious waiting,—if the pupils and the offender know that their teacher is fully aware of the offence,—will in no case do harm. The only difficulty is, that they are left to suppose that the schoolmaster did not comprehend the mischief. When they understand that he knows it all, and that a day of reckoning will come after he has had time to reflect and deliberate, the delay will work good rather than injury. And in case of impertinent words or stubbornness, nothing, in our humble opinion, will avail as much as *judicious* delays. By such delays Fabius conquered Hannibal, and by them a teacher may conquer the disposition to mischief in almost any boy. c.

[From the R. I. Schoolmaster.]

PROVINCETOWN, March 1, 1855.

MR. EDITOR:

The Prospectus announcing the forthcoming of your R. I. Schoolmaster, found its way by steam and horse locomotion to this isolated, but honest, independent, and cheerful community, blessed with good teachers, and, as a legitimate result, *good* schools. The discussion and history of education in this enterprising place, we leave for a future letter, and confine ourselves to another interest. When this announcement of an educational journal, to be issued in Rhode Island, was read, it was as quickly determined to secure its periodical visits, for reasons it seemed to us very rational, and such as every teacher would do well to consider. First, that all proper efforts, judiciously carried into operation—to facilitate the labor of teaching, by developing the best methods of imparting instruction, and disciplining the youth, elevating the character of the teacher in the estimation of many who never visit the school or the teacher, but would read a journal, and thereby become acquainted with some of the trials and difficulties incident to the school-room; by elevating the standard of teaching and advocating the claims of the instructor to a fair compensation for services in the work of educating the young—ought to be encouraged by subscribing for the journal themselves, inducing their neighbors or parents in the district to do so, and by paying over the cash to the publisher, to enable him to carry on the work unembarrassed by debts, which are like a mill-stone about his neck.

In the second place, through the medium of a school journal we often get the experience of those long in the field; and as successes and failures are the common lot of all in some degree, a knowledge of the means of success, and the manner of correcting evils is often of immense value to the young teacher, and aids very much those of longer experience. This mode of communication, or rather simply journalizing each day's history is easily understood and more readily appreciated by the co-worker in the same calling.

One word to the teachers in Rhode Island. This enterprise is put in operation mainly for you. Through this channel you can become acquainted with each other, with the methods of teaching and disciplining the schools, and the management of peculiar and difficult cases by successful teachers. Its pages will be open to any or all teachers in the State to give their views upon questions and topics in which the writer is interested and has found a practical knowledge to be successful in the improvement of the school under his or her charge.

Questions may be asked, such as have perplexed the teacher

and often retarded the progress of the school intellectually and morally, and introduced confusion in every department of the school. This journal will be efficient in aiding the teachers, in proportion as the members of the fraternity aid in sustaining the paper. This must be done by circulating the subscription list in the district or town in which you are engaged, and adding your own names to the list.

X.

Local Editors' Table.

LITERARY NOTICES.

EIGHTEENTH ANNUAL REPORT OF THE BOARD OF EDUCATION, *together with the Eighteenth Annual Report of the Secretary of the Board.*

THERE are few documents whose annual return we more heartily welcome, than the Report of the Secretary of the Board of Education. The present is perhaps of more than common interest. The Secretary has given a brief view of the progress of the cause of education in the State during the last six years. As this document is very extensively circulated through the State, and is brought within the reach of every teacher, we deem it unnecessary to make any extracts from it for our own pages. We would, however, direct especial attention to the extracts from Mr. Twisleton's pamphlet on the "Religious Working of the Common Schools in the State of Massachusetts," which Dr. Sears has appended to his report. This document ought to be republished, and placed in every family in the State. It ought especially to be placed in the hands of those gentlemen who are sometimes met with, who are so fond of decrying our school system, and at all times ready to complain of the burdens of taxation. They can here learn the opinion of an intelligent Englishman, respecting the effects of American schools, and of Massachusetts schools in particular upon American commerce. Such gentlemen will please observe that this pamphlet is not the production of Dr. Sears, nor of some school committee man, who is desirous, as is sometimes affirmed, of wresting from them a few dollars for the support of schools by what they are pleased to term "infernal taxation." This class is, we are happy to say, so much in the minority, that they may seem to some, scarcely worthy of notice. They are, however, sufficiently numerous to raise a kind of fiendish howl in every village and hamlet, whenever an additional dollar is required for the sup-

port of our public schools. They are sufficiently numerous to be constantly lurking in secret places of political influence at the time of town and city elections, and are abundantly fruitful in expedients for restricting the powers of school committees within "constitutional limits," and for "preserving unimpaired the liberties which we have received from our fathers." We ask the attention of these gentlemen, to the following extract from Mr. Twisleton's report.

"In regard to the United States, it is plain, that every advance in the education of their people, unaccompanied by a similar advance amongst ourselves, distinctly adds to their relative power. For this reason, when it is known that in the year 1852, an overwhelming* majority of the citizens of New York decided in favor of a system of free schools in that city, the merchants, shopkeepers, and artisans of Liverpool and London, if they consulted their own interests, would never rest, until they had induced the Legislature to let them introduce a similar system amongst themselves. And in like manner, when an English statesman who looks far into the future, is told that this very system has within the few years been adopted, or is likely soon to be adopted, by all other free states of the Union, such a fact, combined with the continuance of our own imperfect educational arrangements, ought to suggest to him matter for reflection, less pressing, but not less profoundly important, than if he heard that Congress had passed resolutions for trebling the American Army, or for increasing their Navy by twenty large Screw Steamers of the line.

These principles, when fully stated, are so self-evident, that a prudent statesman would act on them with perfect confidence, although he did not distinctly discern the precise mode in which, at any given time, they were operating to the disadvantage of his own country. But even amongst Legislators there are some who view with distaste all general reasonings, and who, in matters of this kind, require something more specific to convince their understandings or stimulate them into action. And unfortunately, there is ample evidence, in this case, of the specific manner in which the English people, in a point intimately connected with their national power, are exposed to detriment, in consequence of defective education. I do not allude to the great progress made by New Englanders in mechanical and manufacturing skill, manifestly as this has been promoted by their generally cultivated intelligence, and valuable as that skill must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, two of the Commissioners appointed to attend the Exhibition of Industry in the City of New York; which were printed amongst the Parliamentary Papers of last Session, and which, at the time of their publication, attracted much attention and occasioned some uneasiness. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain, that there does not seem to be any real danger to the empire on this side, and every new development of constructive powers in New England or any other country, should rather be cor-

* The vote was carried by 39,075, to 1011 — a majority of nearly 39 to 1.

dially welcomed, as adding to the common stock of human inventions. But what I would press on the serious notice of all Englishmen, is the effect which the superior education of the Americans now has, in giving an advantage to the commercial marine of the United States over our own. On this point, most painful evidence was given to the world in Papers relating to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various British Consuls,* that American captains and seamen are now, on the whole, superior to our own, and this superiority is mainly attributed to the better education of the captains, and to the better education and stricter sobriety of the seamen. Nay, moreover, it actually appears that, at the time to which these communications refer, American ships, in consequence of that superiority, *not only obtained, almost invariably, a decided preference over British ships, but generally a higher rate of freight.* Now when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine; and when we further know that the tonnage of the American shipping† now very nearly equals that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the Legislature to provide a superior education for the mass of the people, is putting in jeopardy the naval supremacy of Great Britain.

The facts contained in the Parliamentary Papers on the commercial marine did not escape the notice of those departments of Government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American Liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them, but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. *It is now one of the most remarkable instances on record, how a nation may be directly punished, through its material interests, for the neglect of its moral duties.* Many a country gentleman had gone on spending large sums of money on fox-hunting or horse-racing; perhaps, if he had loftier aims, munificently subscribing towards the building of a church, but leaving the superintendence of the parish school to inexperienced or prejudiced hands, allowing the schoolmaster a salary one-third or one-fourth of what he would pay his butler, scoffing at the suggestion that it was insufficient if the children of the poor were merely taught to read the Bible, expressing alarm at what, if he ever heard of it, he deemed the wild idea of providing national education from local rates, but little thinking, all the while, that by his prejudices and omissions he was endangering the naval greatness of England, for which, perhaps, he would willingly have laid down his life.

* See the communications of Consul Barclay, Consul Peter, and Vice-Consul Lingham and others, from page 381 to 397 inclusive.

† The tonnage of the United States in 1852 was 4,138,440, for a free population of 19,987,573 persons. That of the British Islands in the same year was 4,424,392 for a population of 27,621,862 persons.

A HISTORY OF GREECE *from the Earliest Times to the Roman Conquest. With Supplementary Chapters on the History of Literature and Art.* By William Smith, LL. D., Editor of the Dictionaries of "Greek and Roman Antiquities," "Biography and Mythology," and "Geography." With Notes and a Continuation to the Present Time, by C. C. Felton, LL. D., Eliot Professor of Greek in Harvard University. Boston: Hickling, Swan & Brown.

THIS is the third American edition of Dr. Smith's History of Greece. The first was issued by the same publishers as the present, and was, we believe, an exact reprint of the English edition. Messrs. Harper & Brothers, of New York, then saw fit to publish a second edition, for reasons better understood by themselves, probably, than by those who more carefully observed some of the first principles of a manly and generous competition. Their attempt, however, to suppress or restrict the sale of the Boston edition has "fallen out" most decidedly to the furtherance of the cause of sound Grecian learning. Messrs. Hickling, Swan & Brown, not to be surpassed by their New York rivals, at once engaged Prof. Felton to prepare for them a third American edition, giving him, as we understand, full liberty to make such alterations and additions as his comprehensive and exact learning, aided by recent personal observation on the soil of Greece, might seem to require. The result of Prof. Felton's editorial labors we have before us in a handsome octavo of nearly seven hundred pages. We have in this volume by far the best work on Grecian history which has been given to the American public, within the same compass. We experience some emotions, bordering upon envy, perhaps, when we see the facilities at present afforded to those who are just entering upon a course of classical study compared with what were enjoyed twenty years ago. It is, we believe, just twenty years since Bishop Thirlwall published the first volume of his History of Greece. We well remember the privilege we enjoyed some fifteen years since in being permitted to look at all those nice little volumes, after the work was completed, as they stood in their places upon the shelves of the College library. The young student now at almost any respectable school is permitted to see Thirlwall's work in three different forms, notwithstanding its rising splendor was so soon obscured by the more elaborate, and on the whole, far more satisfactory history of Mr. Grote. Bishop Thirlwall's history was abridged in a very clever volume for school purposes by Dr. Schmitz, the present Rector of the Edinburgh High School. Mr. Grote's history, extended as it is, —it having already reached its eleventh volume, and another is promised soon,— has been republished in this country, and is also

easily accessible to the young student. And now in addition to what we have already mentioned, and more that we have not mentioned, we have, in a condensed and yet sufficiently extended form, the results of the labors of all preceding scholars in this most interesting field of literary and historical investigation. Dr. Smith is very explicit in his acknowledgments of his indebtedness to Mr. Grote. Indeed, perhaps it is not too much to say that Dr. Smith's volume sustains much the same relation to Grote's history that the volume of Dr. Schmitz does to that of Bishop Thirlwall. To crown the whole, Prof. Felton has completed the story of Hellenic life from the time of the Roman Conquest down to our own times. We would be understood as giving this volume something more than a formal introduction to our readers. To every teacher of the Classics we would say, get it by all means. To every teacher of English literature, even in its elementary forms, we would recommend it as one of the most efficient aids in explaining allusions that constantly occur on almost every page of a good English reading-book. To every boy in a course of preparation for college, we would say, get this volume and keep it constantly by your side. And to our legislators, we would say, with all due respect, that it would be far better to place this volume, with a few others that we could easily specify, in every school district in the State, than to allow the public funds to be expended in giving currency to bad orthography and still worse orthoepy.

We ought not to dismiss this volume without calling special attention to the illustrations. These are of a very superior character. The views of Grecian scenery, architecture, art, &c., as well as the maps and topographical illustrations, are exceedingly numerous, and far more satisfactory than we have elsewhere seen on the same scale. The chronological table is also very full and the index is unusually minute. The publishers have done their work well. They have given us all we could wish in type, paper and binding. Who will give us a work on Roman history equally satisfactory?

E. S.

THE CRIMEA.

THE Messrs. Ide & Dutton have on hand an excellent supply of maps illustrative of events connected with the European War. With their usual enterprise they have published two maps, one of the Baltic, and the other of the Black Sea, giving views on a large scale of the countries surrounding them, including an excellent representation of the Crimea, and of the islands and localities in and around the Baltic sea. These maps are beautifully executed, both as to engraving and coloring, and are well worthy the attention of teachers, and of pupils who may wish

excellent specimens to draw from. They have also published an excellent engraving of Sebastopol as it appears to the observer approaching it from the sea. The forts are most beautifully represented as they appear on either side of the narrow entrance to the harbor: and the harbor itself may be seen in perspective, extending far inland, skirted on either side by commanding ridges or hills.

Among the maps of the Crimea to be found in the Messrs. I. & D's collection may also be mentioned the following:

Physical Map of the Crimea, with enlarged views of the Seat of War and of Sebastopol and Balaclava.

Plan of Sebastopol from Government Documents (very minute.) Also

Maynus's new Map of the Crimea, and a picturesque view of the Seat of War.

We would advise teachers to obtain these maps, and with their illustrative aid read the excellent articles in Blackwood, entitled "The Story of the Campaign:" also "Campaign in the Crimea," "The Conduct of the War," from the last London Quarterly; and "The War in the Crimea," from the Edinburgh Review for January. With these combined aids they will get accurate and lasting impressions of affairs as they have thus far been conducted.

Happening in at one of our Boston schools, a short time since, we were delighted with the numerous specimens of beautifully drawn maps; among them quite a number illustrative of events in the Crimea. These were the out of school work of the pupils, acting under the suggestions and instructions of their teacher. Words are not needed to explain the advantages of map-drawing by pupils, to illustrate history, and especially passing events.

THE RHODE ISLAND SCHOOLMASTER.

We have introduced to the notice of our readers two or three extracts from the "R. I. Schoolmaster," a new educational periodical, which makes its first appearance this month. If the first number is a specimen of what will follow, it may challenge comparison, for ability and usefulness, with any Educational Journal in the United States.

EDUCATION IN BOSTON. The amount of money invested in the school-houses in Boston, is \$1,500,000. The yearly appropriations for education, are \$1,200,000, while the amount raised for all other city expenses, is but 870,000. The amount expended for instruction in the Common Schools of Massachusetts, last year, was \$4.50 for each child between five and fifteen years of age.

DEPARTMENT OF INTELLIGENCE.

MARCH, 1855.

Osgood Johnson, Esq., late of Phillips Academy, Andover, has been appointed master of the Classical and English High School in Worcester, in place of Geo. Capron resigned. Wm. L. Gage has resigned the mastership of the Taunton High School.

Daniel Leach, Esq., of Roxbury, Mass., agent of the Massachusetts Board of Education, has been appointed Superintendent of Public Schools in Providence, R. I.

G. B. Stone, Esq., has resigned the mastership of the High School in Fall River.

The Rev. Robert Allyn, of East Greenwich, R. I., has been appointed Commissioner of Public Schools in Rhode Island, in place of Elijah R. Potter resigned.

Amos Perry, Esq., late principal of the Summer Street Grammar School in Providence, has been appointed principal of the Young Ladies High School in New London, Ct.

It is with deep regret that we are called upon to announce the death of Mr. Edwin Bartlett, late Sub-master of the Eliot School, West Roxbury. Our profession has not numbered in its ranks a more conscientious teacher, a more amiable man, nor a truer Christian. We trust that some one of his many personal friends will prepare a biographical account of his life for the "Teacher."

The Comins School, Roxbury, was dedicated on Wednesday the 21st of March, ult., with appropriate ceremonies. This is an elegant brick structure, beautifully situated, on rising ground, near the Brookline road, and quite near the depôt of the Boston and Providence Railroad, in Roxbury. It is intended only for girls. Miss Sarah A. M. Cushing, lately one of the head Assistants in the Franklin School, Boston, is the Principal. The experiment of appointing a lady as Principal has been tried during the past year in one of the Roxbury Schools, with what success we have not heard.

We trust, in the next number of the "Teacher," to be able to give a full account of the dedication referred to above.

TEACHERS' INSTITUTES.

At Bridgewater, April 2—6.

At Brewster, April 9—13.

At Montague, April 16—20.

At Westfield, April 23—27.

THE MASSACHUSETTS TEACHER.

Vol. VIII, No. 5.]

C. C. CHASE, EDITOR OF THIS NUMBER.

[May, 1855.]

TABLE,

SHOWING THE COMPARATIVE POSITION OF VARIOUS POPULOUS PLACES IN
THE STATE IN RELATION TO PUBLIC SCHOOLS, &C.

| | A | B | C | D | E | F | G | H | I | J | K |
|--------------|-----|-----|------|-----|------|----|------|-----|----|-----|----|
| Boston, | 137 | 213 | 1557 | 203 | 1.48 | 26 | 8.40 | 108 | 27 | .77 | 46 |
| Lowell, | 33 | 17 | 505 | 45 | 1.35 | 27 | 7.64 | 81 | 25 | .72 | 45 |
| Salem, | 20 | 14 | 682 | 20 | 1.00 | 15 | 4.73 | 80 | 17 | .71 | 43 |
| Roxbury, | 18 | 14 | 744 | 27 | 1.47 | 25 | 8.28 | 70 | 23 | .73 | 39 |
| Charlestown, | 17 | 9 | 501 | 25 | 1.45 | 29 | 7.21 | 85 | 21 | .82 | 45 |
| Worcester, | 17 | 11 | 652 | 20 | 1.18 | 18 | 6.04 | 65 | 23 | .58 | 33 |
| New Bedford, | 16 | 14 | 883 | 29 | 1.77 | 20 | 8.48 | 66 | 20 | .76 | 34 |
| Cambridge, | 15 | 11 | 697 | 26 | 1.69 | 24 | 7.67 | 91 | 24 | .81 | 44 |
| Lynn, | 14 | 4 | 292 | 18 | 1.32 | 50 | 6.46 | 60 | 19 | .74 | 47 |
| Springfield, | 12 | 6 | 545 | 13 | 1.09 | 20 | 5.71 | 56 | 19 | .73 | 34 |
| Newburyport, | 10 | 5 | 593 | 10 | 1.05 | 19 | 4.45 | 50 | 14 | .63 | 37 |
| Lawrence, | 8 | 6 | 723 | 11 | 1.33 | 18 | 5.89 | 83 | 21 | .63 | 37 |

Column A Shows the number of thousands of inhabitants in the places mentioned in the Table.

" B, Number of millions of dollars of property, as per valuation.

" C, Average wealth of each individual inhabitant.

" D, Number of thousands of dollars appropriated to schools annually.

" E, Cost of Public Schools to each individual inhabitant, expressed in dollars and cents.

" F, Number of cents paid for public schools on every hundred dollars annually.

" G, Amount appropriated for each child between five and fifteen years of age, expressed in dollars and cents.

" H, Average monthly salary of male Teachers, in dollars.

" I, Average monthly salary of female Teachers, in dollars.

" J, Ratio of pupils attending school to the whole number of children between five and fifteen years of age.

" K, Average number of pupils in actual attendance under each Teacher.

REMARKS.

The first important fact exhibited by the table above, is the immense wealth of the cities of Massachusetts. If the property of these cities were equally distributed to the inhabitants, every man, woman or child would become the possessor of nearly \$700, and every family consisting of parents and eight children would enjoy the handsome competence of about \$7000, which, well invested and bearing interest at 7 per cent., would secure an income of nearly \$500 annually. If property should be thus distributed, why might not all the inhabitants of our cities live without work?

Next let the reader remark how little each individual, on the average, pays for schools, the amount being only \$1.35,—a sum scarcely sufficient to pay one's board at a public house for a single day. How insignificant is this sum compared with the cost which multitudes incur for the most trifling luxuries of life. If our schools are the glory of our land, it is glory cheaply bought.

In comparing the annual amount expended on each child with the well known rates of tuition in private schools, all must admit that our public schools are economically arranged.

The table also reveals the fact that (especially in the wealthy cities of Salem and Newburyport,) the female teacher is rewarded for her toil in a very niggardly manner. How can it be expected that young ladies of the best talents will consent to take the charge of 37 pupils in actual attendance for the pittance of \$14 per month, more than half of which would be required in any respectable boarding house, for the single item of board!

We can but regret that, in some of our cities, nearly half of the children are not regularly found in the public schools.

The last column indicates some diversity in regard to the number of pupils placed under each teacher, but allowance must be made for the fact, that in some of our cities, there are rural districts in which it is impossible to secure all the advantages of division of labor.

A general inference will naturally be drawn from a study of the table. It is this: if the vast wealth of our cities is mainly due to the intelligence of our citizens, and if the future safeguard of this immense wealth is to be found in educating the rising generation, it is worse than folly to complain of the expense of our Public Schools. When our schools, which constitute our glory and our safety, shall cost half as much as our luxuries and our vicious indulgences, which are ruinous both to public character and public prosperity, then may our rich men complain of the school tax as an oppressive burden.

Were the whole advantages of educating the masses to be found in the pecuniary value of the labor of the educated above that of the uneducated, and could it be proved that there is a difference of one half cent per day, on an average, of all the individual inhabitants, in favor of the former class, then the introduction into our cities of our present school system would be a money-making speculation on the part of the public, for this system actually costs less than one half cent per day to each inhabitant.

From calculations such as these, it is easy to explain the rapid accumulation of wealth in educated communities, as well as that degrading poverty which is the constant companion of popular ignorance.

“BE THOROUGH.”

So true is it that thoroughness is the first and best element of all good teaching, and so often has the caution “be thorough” been sounded in our ears, and so vast a majority of teachers fail in respect to this very point of being thorough, that it seems almost an unpardonable heresy for any one to “take the other side of the question” and dare to utter the unheard-of language, *Don't be too thorough*. And yet there are really some few cases in which this caution may be needed. Our good friend A., for instance, wishes to secure a good reputation as a thorough teacher, and on an exercise which might be well learned in three weeks, he has spent three months, and is still drilling. What if the pupils are listless and idle? What if the lesson is irksome and threadbare? They are, at least, familiar with it: — they have it thoroughly committed. If they have not studied upon it for two months, they have heard it so often that they could repeat it in their sleep. And then, too, the lesson is long enough for a fine, popular exercise on examination day, and under the excitement they will really appear interested in it. They will then be repaid for the tediousness of the whole term, by the honeyed compliments of all their friends. Committee, parents, all exclaim, “*How thorough, how very thorough!*” and return home with renewed and unbounded confidence in the teacher of their school, while the children return to the tedious labor of another term, and the teacher to prepare for another examination.

Now, at the risk of being burned as a heretic, we will caution the friends of education to pay some little regard to the amount acquired as well as the thoroughness of the acquirement. And we beg of them, before they say too much in favor of thorough instruction, to stop to inquire whether this thoroughness has been

acquired at the expense of the ambition and zeal and love of progress and of rapid acquirement on the part of the pupils. Nothing is more unsafe than to base our opinion of the merits of a teacher and the proficiency of his school, upon the results of a few recitations on examination day. The old Greek philosopher spoke true philosophy when he said that the way to educate a boy was not to make him wait for those behind him. The desire of rapid progress should never be trifled with. The true teacher does not curb the aspiring mind, and crush out the ethereal spark by dull routine and repetition.

The true end of our school system can only be attained when zeal and love for study receive that praise which thoroughness and correctness have so long and so justly claimed; when it shall be asked, not only how critical and exact a teacher may be, but with what life and interest he inspires his pupils in the pursuit of knowledge, and with what cheerful steps does he lead them up the "hill of science."

MR. EDITOR,—

I think there is no part of instruction or discipline so important, and yet so difficult, as that which relates to the little children in our primary schools. Let false notions or theories in relation to either prevail, and the teacher must of necessity try to regulate the motion of the living machinery of her school according to the controlling influences by which she is surrounded.

Learned men have written learned treatises on education, designed to improve and elevate the more advanced schools, but rarely do they descend to the every-day reality of the primary school. Many of the books now in use by this class of schools have been prepared upon the principles of a cold philosophy, which show an immensurable distance between the minds of their authors and those of little children. Theories, also, beautiful to dream of in an ideal world, have been advanced, and urged upon teachers, by well-meaning but visionary enthusiasts, which common-sense teachers can never find a realization in our present organization of society. But these authors and theorists, as practical teachers, have had little or nothing to do with the class of schools to which I refer. Yet both have had much to do in moulding public opinion. Hence it comes that false notions do prevail in relation to the management of these schools; and in no part is it more apparent, or perhaps injurious to children, than that which relates to discipline.

One class of educators would have every primary school a miniature high school, only more exact in its system of instruction, and more rigid in its discipline. Another class cries out, that we do not educate according to nature, that we do violence to her laws, that we bring upon many children disease and premature death. But somehow or other our order-loving people seem more inclined to agree with the former than with the latter class; for it is in vain to attempt to conceal the fact, that for a general rule the test of a good school is its order, and this, in too many cases, means—its stillness. Teachers, knowing this, have endeavored in various ways to effect the desired result. Is not this sometimes unwisely attained by an unnatural constraint and pressure upon the faculties of the child? That distinguished writer and educator, so well known in Massachusetts, the Hon. Horace Mann, has some remarks pertinent to this question, which I beg leave to introduce here. "Children," he says, "especially young children, if they have any vivacity or hopefulness in them, if they are at all elevated above the clods they tread upon, cannot endure a long-enforced inactivity of all the muscular powers without serious injury to health, and even to character. The muscles of a healthy, vigorous child, during its waking hours, come nearer perpetual motion than anything ever yet invented. Sleep and food wind them up like a watch, and they must go or break. Its internal organs, its heart, its lungs, its blood vessels, its instruments of secretion and assimilation, *are* perpetual motion. They go from birth till death; indeed, their cessation is death. Even a rigid old man, with his half-inflexible, non-elastic arms and legs, cannot sit still for any great length of time. Confine him to one posture, whether standing or sitting, for any considerable period, and he will groan, or shriek, or howl, if need be. What, then, must be the sensations of a little child, when no play or motion is allowed to arms and legs which are, as it were, full of coiled steel springs. Yet some teachers plant a row of little children down upon a seat, make them stare into vacancy, hold their arms akimbo, square their knees, arrange their toes by a crack in the floor, and remain so for half an hour together." "If a teacher could stop the beating of the heart, and the rushing of the blood, and the shootings of electricity along the nerves, there would be some palliation for treating children like a file of statuary. But constituted as they are, such treatment is barbarous in the extreme. It is enough to make a row of bricks weep to see it. It is the stillness of death. It is the quiet of the tomb."

Now, though we all agree in condemning this course, yet we are frequently pained by seeing in many primary schools, not only a *row*, but *rows* of little children treated in this same

"barbarous" manner. And it is not uncommon for committee men and visitors to praise children for their good behavior, because they have remained as immovable as little statues upon their seats during their visits.

To remedy this, I would have *less stress* laid upon stillness or immobility, and *more* upon active industry. It may be very convenient sometimes, and even necessary, for children to lay aside all books and all employment, and sit perfectly still for a few minutes at a time, but this should be only the exception to the general rule, and not *the rule* of the school.

I would suggest also, that the teacher shall contrive to give as full and constant employment to every member of her school, even the youngest, as the nature of the case will admit; and, where the school-rooms are so small that she cannot conveniently do this, and the seats so constructed that children can rarely move without coming in contact with each other, that more liberal accommodations should be provided. If in place of the seats now in use in most of our schools, could be substituted Ross's Primary Basket Chair, and these placed at convenient distances apart, one of the most fruitful sources of disorder would be removed. In the school where the writer is teaching, the seats are so constructed that no child can have more than four inches elbow room, except those who occupy end seats. The children are seated just eight inches apart, and the space between them contains the books and slate. Think of a company of children, say, from fifty to seventy-five, or perhaps a hundred, seated in this manner, in whom God has implanted the spirit of mirthfulness so strong that it is spontaneously bursting forth in the shape of fun, frolic, and mischief even. Many people seem to have the idea, that the elasticity of a child's spirit belongs to its body also, and that it can be squeezed down into an almost inconceivably small space, and held there like a thing of gossamer.

I have said that the teacher should give full and constant employment. Let us see how it can be done. Many of the children are very young—too young to study much without assistance. What prevents placing these little classes, as fast as they have had their turn with the teacher, in different parts of the room to continue the work? In one corner may be a little group learning the alphabet of an older pupil, or perhaps making the letters upon a slate, or they may copy them from a card. In another part may be another class printing little columns of words, or learning to make figures upon a blackboard, (and there should always be plenty of *that* in every primary school-room.) Another class may be studying a reading lesson under the direction of a monitor, who may be pronouncing the hard words for them; thus helping on the work. These small

children being engaged, the teacher may more quietly pursue the work of instructing the classes as their turns come. I will venture to say, that any apparent noise attending these exercises will be nothing to the interruption, and mischief, and consequent discipline arising from want of employment.

Then there is a great variety of elementary drawing cards, of convenient size, which may be distributed among children at proper times, which will furnish much useful and pleasing employment. Should there *chance* to be a little rogue in school that cannot be kept still any where, it may not be a bad plan to get a *bottle of corn or beans*, turn them out upon a paper, and request him to put them back again one by one. If he can count them, so much the better. This will keep him still *awhile*, at any rate, and ten to one if he is not a good boy the next half day, for the privilege of doing the same thing again. Thus will an inventive teacher find a thousand ways to keep these children employed, rather than they should suffer the torture of being obliged to sit still and do nothing. Does any one say that these are little things? True; but little annoyances disturb a school. "Little things" make little children very happy or very miserable for the time being; and we are dealing with little minds, that have not advanced far yet in the school of life, and we must adapt our teachings and discipline to their intellectual and physical wants. We must study their natures, have a deep and abiding sympathy with childhood, great patience, and perseverance, and faith in humanity, if we would be successful in training these "little ones" to habits of study, of industry, and of cheerful obedience.

I have used the word discipline in a very limited sense. It has a much wider signification. It begins with the first bud-dings of intelligence, and *ends* only with existence. It enters into all the details of school government. It comprises the whole educational process. It is essential, then, to the beauty and perfection of character, that we commence this work with just and reasonable conceptions of the discipline necessary to effect it.

Let us have less abstract reasoning upon this subject, and more simple truth. These children that are now thronging our primary schools, come to us as *new creations*. They come with tender susceptibilities, with unbounded confidence and great hope. Let us set aside a little of our stateliness, and descend to their capacities; let us mingle with them in the schools, and learn their *need*. Thus shall we be prepared to adopt the best methods of instruction, and that course of discipline which shall have a healthy and benign influence in the formation of character.

QUIET SCHOOLS.

If there is one object, which, more than any other, most school teachers aim to accomplish, and of which they oftenest speak as a result of eminent desire, it is to keep a "quiet school."

The community have got the impression, I know how, that a quiet school is the sure evidence of an orderly one, and that *he* is a teacher eminently to be praised, who accomplishes most in this direction.

I stop not here to inquire the reason of this wide-spread impression. It may be that teachers, by their unguarded expressions implying that no school can progress *without* stillness, and, by implication, that any school will progress *with* stillness, have given currency to a sentiment, upon which they are far from being agreed. It may be that some nervous bachelor school committee has praised at examination the stiff, silent attitudes, into which the flexile limbs and quick muscles of childhood have been disciplined; or it may be that some itinerant lecturer upon "our glorious school system" has caricatured the noisy bearing of some "energetic" man and the turbulence of a sympathizing school, with such effect, that every timid teacher fears he may be the one next to sit for his picture.

Now whether from one of these causes, or whether from them all, the impression before mentioned arises, it is an unfortunate one to gain ascendancy in the minds of the community who take an interest in schools. After an experience of some years in different schools, I am clearly of opinion that the degree of stillness aimed at, and sometimes temporarily attained, so far from being an advantage, is positively a hindrance to the intellectual and moral development of its members, as well as fatal to the natural activity and nervous restlessness of youth.

There are two ways of attaining a great degree of stillness. The first is by directing attention to the particular advantages to result from it, or supposed to result from it, and by persuasion, by the hope of reward, by ridicule of noisy schools and disorderly assemblies, getting up a strong public opinion in favor of the maximum of quiet, and then disposing of the small residue of careless ones in a more summary manner, by imprisonment, by isolation or some similar expedient; — the other, by the strong arm of unyielding discipline, which meets a whisper, as law, a criminal; which punishes with rawhide the noise of cowhide, keeps the eye to the book by the dread of the ferule, and compels the pupil to divide his time, study his lesson, do his thinking, move his legs, and wink, by *rule*.

The first means injures the intellectual progress of the school by engrossing the time which a teacher should give to his

appropriate duty of teaching, and induces the scholar, by the prominence which it gives to what should be a mere result of a good school, to exert himself rather to attain a careful, constrained outward steadiness, sinking by inevitable progress into a dead formality, than to give range to his power of thought, and ambition for worthy acquisition, by that close study which is always accompanied by a degree of excitement, bodily and mental. The latter deadens the intellect to all just exercises of its power. It stimulates it to act, only with the unenviable aim of compassing mischief and disturbance by craft, which it dares not attempt openly. The members of such a school are always fruitful in mechanical contrivances to throw light missiles about the room, giving illegal currency to excavated nutshells, angular apple-hearts, spruce gum, and worthless rubber. These are they who shout out their escape from "durance vile," in the entry when unwatched, on the street always. They learn their lessons in terror, they recite them in terror, and are glad, when, for a moment, they have thrown off the recollection of the stimulants of Solomon.

But if in the intellectual view such results are to be deprecated, far more so are they, morally considered. The susceptible hearts of children should not have "order" continually obtruded upon them as the chief good, by whatever means it is attempted to be reached. This aim may be a master passion in the teacher's breast, but it will swallow up all the better qualities, if persevered in. Ease of deportment, self-possession, reliance upon a general sense of propriety, and a proper moral standard, all are injured by it. He who sacrifices all to stillness may indeed elicit the admiration of some wonder-struck visitor, but in compensation, he must be content to see listlessness in recitation take the place of spirit, stolid outward attention supplant the love of inquiry, and a slavish observance of the rules of school, supersede that love of the teacher which gives to the school life of youth nearly all the pleasant reminiscences of after days. Worse than all this, he will find by experience that he has put the means for the end, neglected study that he might gain reputation for a fleeting moment, and that by *keeping* school instead of *teaching* school, he has passed an anxious, restless, joyless portion of time, which he would gladly recall, and confirmed himself in notions of discipline, study and moral training which it would be a blessing to efface. K.

TEACH THE CHILD *to think for himself*, by which he will LEARN HOW TO LEARN, which is the cream of all instruction, whether in school or out.

✓
DEPRESSION OF HIGH SCHOOLS.

MUCH is said and written of the improvements in education ; of the elevation of schools, and of the masses. Doubtless there are reasons for the popular notion that the system of public instruction has advanced, in late years, till but little room remains for further advancement. Old school-houses giving place to new ones, more commodious and better furnished ; the breaking up of the old districts, and condensing the schools into " union schools," better officered and of longer duration ; the increasing facilities for the acquisition of professional knowledge ; and many other evidences, more or less important, are proudly exhibited to show that the present generation have attained a high elevation in the scale of public education. Indeed, every town of any pretension to respectability, must have its high school, to be upon an equality with the cities and larger towns, which the statute very properly requires to maintain their high schools.

All this is as it should be. It is pleasant to the patriot and philanthropist to contemplate the favorable contrast of the educational privileges of the present generation, with those of the preceding. Good school-houses, good teachers, ample provision, and a general interest, are certainly great advances in the right direction. All are necessary to excellence ; the absence of either would be fatal to complete success. It may be, perhaps, a thankless office, in the midst of this general gratulation, to obtrude an inquiry, whether there may not be some other things equally necessary to success, which have been overlooked among the modern improvements.

"As is the teacher so is the school," is true to the extent that a good teacher is indispensable to a good school. But when, as is common, this hackneyed saying is applied to account for every imperfection in a school, injustice is often done to very worthy and excellent teachers. Great ignorance, to say the least, is manifested by those who apply it so absurdly. Many other things are as indispensable as a good teacher ; and among them may be named, a good school committee. It may well be doubted whether the school committees, through our State, are so good as they were thirty years ago. Then they were more uniformly chosen from the clergy, or other learned professions ; and there was some chance of perpetuating real improvements, and warding off real, and constantly besetting evils. But now, too frequently, the rage for rotation in office, the jealousy towards professional men, the unpopularity of faithful service, the ease with which a disaffected few can displace a most valuable man, throw the election upon men unfitted for the office, either in education, sound judgment, or common sense.

The evils following in the train of such committees, and the changes from bad to worse, as the committees change from year to year, are a subject worthy the "pen of a ready writer," and the eloquence of the ablest lecturer. Such a lecture should be delivered, and then printed, and gratuitously distributed throughout the State.

But my present object is simply to draw attention to only one of the evils consequent upon poor committees. This I denominate The Depression of High Schools. Under its influence, many so styled high schools are high only in relation to those which, under the same influence, are far too low.

We will illustrate by an example. Suppose a high school with the best provision for 200 scholars, 100 of each sex; the seats occupied by those applicants who exhibit the best qualifications in each, as well as all of the studies required for admission; a seat forfeited, when irregularly or inefficiently occupied, in favor of a more promising applicant; regular annual admissions; a prescribed course of study, the highest that can be accomplished in the three or four years' course; and a systematic classification. Such a school, under good teachers and good committees, may very properly be termed a high school. The annual cost of such a school may be put at \$6000, or \$30 per scholar. The annual cost of a grammar school for 200 scholars in the same city, under equally good and proper arrangements, may be put at \$2000, or \$10 per scholar.

Now suppose, in process of time, a series of poor committees to come into power. Let all else be the same as before, except such changes as the committees produce; and witness the depression of the high school, and all the lower grades of schools. The pressure for admission to the high school being very strong, the cry of exclusive privileges is raised, and prevails; applicants are admitted upon the aggregate of merits, without regard to special defects in the more difficult studies, or to the age of the candidates; the standard of admission is depressed: one year, Esquire ———, whose daughter falls a fraction short of the depressed standard, besets the committee in behalf of his darling; the poor committee, but very good men, willing to please all, and by no means willing to risk any degree of popularity by standing for principle and right, yield, and for consistency's sake, admit not only Miss ———, but all others whose merits are shown by the record to stand between hers and the nominal standard: next year Gen. ———, having learned the success of Esquire ———, tries the same game with like success: the high school is popularized; its benefits are more widely extended; 300 scholars, at an annual cost of \$20 per scholar, enjoy its privileges; and it is supposed that the public have made a great gain; the "dear people" have secured their rights.

Now it may be well to inquire, What is the effect upon the internal operations of the school, and upon the schools of lower grades? The high school is crowded; disorder has the advantage; the classes are inconveniently large; the classification is imperfect, including in the same class as wide extremes as may be found in any school in a back town; one third of the school is no more able to accomplish the course of study prescribed for them, than they are able to accomplish any other impossibility; not from any fault of their own; they have not lived long enough, nor accomplished the preparatory studies, to give them that maturity of mind which is necessary. After long persevering, but vain efforts to preserve the general classification, it is in part abandoned; classes are subdivided, but too late to save the victims who, having been so long striving against insuperable difficulties, have become discouraged; their fond anticipations and aspirations have been blasted; and the high school, which seemed so pleasant and inviting in the distance, has proved as disastrous to them as the distant and beautiful forest, to the discontented squirrel.

In a pecuniary aspect, there seems to be some small gain. The gain, however, is only in the seeming. A very slight examination discloses the fact that the so-called high school expends one third of its energies upon grammar school studies, at double cost; and it is no disparagement to the high school teachers, to say that these extra hundred scholars are less benefited than they would have been by remaining one year longer in the grammar school, where instead of being at the lowest end of the lowest class, vainly striving, and vainly urged, to cope with their superiors, they would constitute the first classes, the brightest ornaments of their schools, and the pride of their teachers; be under the special instruction of the principals and under the strong stimulus of the high school in prospect. Here then is a clear loss of more than \$10 per scholar. Moreover the reduction in the annual cost of the instruction of those who are fitted to appreciate high school instruction, is in no greater ratio than the reduction in the value of that instruction. The overtasked and diverted energies of the teachers are less valuable; and the imperfect classification causes much waste of these from maladaptation. The interruption of the general classification, hindering class emulation and the growth of class attachments, and rendering re-admissions readily attainable, causes great irregularity in the attendance, from which follows an untold waste of the public funds. And, what is not to be overlooked, many of the best scholars, at great expense, go out of town to academies for better opportunities than the high school, in its present state, can afford.

Many teachers, in places where high schools are undergoing this process of depression, are fully aware of the blighting influence upon the school system, and have reasoned and remonstrated with too little success to encourage further efforts to stay the evil. The more sanguine may hope for a remedy, in the appointment of superintendents of public schools. But they would be men subject to like influences and passions as other men; and receiving their appointment from the school committees, and acting under their direction, it is to be feared they would be found inadequate. The disease lies too deep to be reached by ordinary remedies. Perhaps the best course would be to permit the high school to become wholly a grammar school, and to direct attention towards the establishment of a new school that shall be a high school in more than a name.

J. S. R.

PRIZE ESSAY.

[READ BEFORE THE MIDDLESEX TEACHERS' ASSOCIATION, IN APRIL.]

THE TRUE LIFE, AND OUR DUTIES TO THE YOUNG IN
PREPARING THEM FOR IT.

God has filled this world with beauty and grandeur; on every side are scattered, in rich profusion, the tokens of his love. The whole face of Nature is radiant with loveliness, and beams with an ever-fresh, ever-new glory. Yet, amid all the works of the Creator, what is so wonderful, so beautiful, as the gloriously endowed, heaven-inspired creature, Man? A true man or a true woman—what lofty conceptions of all that is noble, true and good, do these words bring before the mind! Who is not moved by the mention of those who stand bravely out amid the “storms of circumstance and wrecks of time,” as the master-spirits, the heroes of the world? Not its blood-stained warriors with the conqueror’s fading crown, not its ignoble great, whose splendid wickedness was their only renown; but the true men and women who have bravely met the duties and temptations of life, and calmly gone forth to meet the Angel of Death.

In humble homes and kingly courts, in lowly vales and on mountain tops, they have found out their true worth and filled up the measure of their usefulness. In exile and in slavery, in sickness and in health, in thronged cities and desert wastes, they have toiled and suffered for the victor’s crown.

No heart fails to see the exceeding beauty of a good man’s life—its blessed presence is felt as an angelic visitant, bearing rich gifts from the gate of Paradise. Who can paint the picture of such an one, so beautiful as the ideal within ourselves?

The intellect, with all its mighty energies developed and matured by long and careful culture, its strong powers of thought directed to wise and noble ends—the heart, with its warm affections purified and guided into channels of blessing; full of sympathy for the sorrowing, and rejoicing for the joyous; grateful for every gift of God's love and patience under every trial—the body, erect and free, with godlike majesty of mien, strong to endure and quick to perform—these, all joined in perfect harmony, sanctified by the presence of that religion which adorns and perfects the whole, may convey some idea of what we conceive to be the true man or true woman. To reach this lofty stature, we believe to be the design of our living here; to grow up into such a manhood or womanhood, to be the aim of our whole thought and endeavor. To help others to attain this is also our work as teachers, as those who would guide others on their onward way. What, then, is our duty to the young immortals committed to our care?

Recognizing this high ideal for ourselves, this constant growth in goodness, we certainly must desire others to grow with us. As these children have not only a mind, but a body and heart, are we doing our whole duty to cultivate the first and neglect the others?

We are not all animal, nor are we all intellectual; neither are we designed to be angels upon earth, but true men and women; as such only can we hope to use all the powers that God has given us for our happiness and the welfare of others.

Do we think enough of these things in our daily duties? Are we not apt to take a school-room view of the work given us to do; hurrying and forcing the maturing of the mental powers, while the moral lie dormant for aught we know?

A delicate and timid girl enters the school, with a heart full of love, shrinking, like the mimosa, from the rude gaze of strangers; all the finer and gentler emotions are developed in that young child, every pure affection is throbbing in that young heart, yet she is awkward from timidity, and reluctant to say the thing she knows is right. She is obedient and truthful, quiet and studious, but still we find her falling behind and we pronounce her dull and stupid. Are we as apt to speak a word of encouragement to her in her difficulties, or commendation in her small progress, as we are to praise the brilliant and showy scholar, in whose eyes burn the fire of genius, whose young mind is sparkling with thought and power? There may be untruthfulness and perverseness in the latter, but do we not bear with them more patiently than with the other's dullness? Every time we do such things, we are placing the less before the greater, and virtually saying, it is of little use to be good, truthful, and gentle, unless one is apt to learn.

Another, a strong-minded but sickly boy is one of our number. Learning is a delight to him; he loves his book as others love their plays; he cares nothing for amusements, he never joins in the school-games and sports of children; he is not active as they, and cannot compete with them. He sits by himself, happy to be alone with a book; it is the dearest of companions to him. His imagination, his perceptive faculties, all have a rapid growth, too rapid for his body; this is puny, while his desire and capacity for knowledge constantly increase. How ought we to treat such a one? Urge him on in his studies, put more books before him and indulge him in his love of solitude? This might indeed make a precocious boy with the intellectual power of a man, but it could go little farther. Soon his fancies would become morbid, his overtaken energies begin to flag, and he would fail of achieving any great work, or perhaps sink into an early grave. No! let all such precocious children, either with healthy or unhealthy bodies, be kept in the open air, with vigorous exercise and merry playmates, as much as possible. They have bodies to be cared for, and hearts to be warmed, and no misanthrope, whether of a man's or child's age, was ever happy, ever living out the life which God designed for him.

A case of disobedience comes up—disobedience not only of the laws of the school, but of the laws of God. The teacher is much occupied, is anxious to hear certain recitations before the close of the day; the pupils know the violation, and feel that a great wrong has been done. Is this to be passed over without comment from the teacher because there is so much to be done? The teacher, surely, is not employed to preach or give moral lectures, but is not every moment spent in enforcing right principle and right action, spent profitably? Indeed, one living truth impressed upon the mind of a child, so that it shall be a guiding principle for life, is worth more than all the Geography and Grammar lessons in the world.

We know that the training of the intellect is to be our chief care, but ought we not to make the school-room the scene of preparation for life, for its true ends and work? and how can we do this, except by untiring care to guide the passions and affections which will be so powerful in maturer years? The desires, appetites and lower propensities will grow without our aid; our duty is to help them to grow up into healthy and beneficent powers—not suffer them to come up like weeds, choking the fair flowers and blighting the sweet fruits in the garden of youth. If these children were always to remain within the walls of the school-room, there would be less danger from neglect; restrained by the presence of older and superior minds, they might pass on with few attacks upon their virtue. But they who now sport in the sunny realm of childhood will

soon emerge from fairy-land to the strife and temptation of a working world ; jostled and perplexed, borne up and down by the fluctuations of life, where is their safety but in well-grounded principles made strong by the authority of conscience ? Ambition is gnawing at their heartstrings, that mad ambition which was fed in childhood by one wise in head but foolish in heart, one who goaded on his young pupil to untiring efforts to gain the brightest laurels for his brow. The hand that guided him through learning's maze is withdrawn, and he must stand alone, with all his great powers demanding action, his genius panting for a glorious career, and hope pointing to a bright future. How is he to meet misfortune and disappointment, which surely will come ? With patience or with repining ?—with calm trust or bitter scorn ? In such times, how fades away the splendor of learning and genius, and a heart at ease is more coveted than a kingdom. Enjoyment of great gifts brings less happiness than the right cultivation of smaller ones.

We all assent to the necessity for moral training, and believe we have something to do ourselves for the young souls committed to our guidance ; but do we not need constantly to press home to our hearts more and more their imperative demand upon us ? Not by words of cold reproof can we bring the erring child to penitence ; not by thunder-tones upon the offender's ear can we reach the portals of the heart. Only in the spirit of love, strong yet gentle, tender yet firm, can we truly bless them. We can fill them with sayings from books and sharp rebukes, and do them little good ; their young hearts want a fresh, living power, to act on them, not the love which praises when a child does well, and chides for a fault merely from the impulse of the moment. No ! we want a love large enough and strong enough to reprove their faults in the spirit of gentleness ; making itself felt to be no less a real love when it punishes, than when it commends. When such teachers and such only shall guide all our children, will we have true men and women. May it be ours to help on that glorious time, when mind, body and soul shall grow up into their true and beautiful perfection.

TRUE.

THE PEN—in a hand that knows how to use it, is the most powerful weapon known. As the tongue of the absent, how cheering ! When the golden tints of virtue guide it, how beautiful ! Where self-respect gives it a new vigor, how pleasing ! Where honor directs it, how respected ! Where wit sharpens it, how fatal ! When scurrility wields it, how contemptible ! 'Tis the weapon of the soul.

LOVE OF BUSINESS.

THE teacher who loves to teach, — what makes her little boys and girls so still? What gives the neatness and the quiet of her little room? Whence come the zeal and earnestness of those happy voices? Why beams so gladly the face of that studious boy, and what means the penitential gloom that broods upon the lengthened visage of that idle culprit in the corner? How has that teacher learned the magic art of ruling with a glance, while that other storms and threats, and whips and scolds; and yet her boys and girls — hard-hearted creatures! — entertain no sentiments of gratitude for all her fidelity, allow her kind words to pass by them like the idle wind, and impudently persist in making as much noise as she makes herself! Why does one teacher live only to attract and bless, while another, with twice the learning and twice the salary, for every seed of truth she sows in the head, plants an ugly thorn in the heart? What is the secret charm of the former's success? Has it not already been told? — She *loves to teach*.

Love of business is the *sine qua non* of a good, yes, of a decent, teacher. No greater mistake can be made than to suppose that, because a man is well educated and possessed of good sense, he is therefore a good teacher, though the whole business of teaching is to him an irksome task. And yet, how common it is to place such men over our schools, simply because we esteem and respect them as men. The result is, that the opinion which the pupils entertain of their teacher is far different from that of society at large, and the blame is laid upon the waywardness of the boys, which properly belongs to the indifference of their master; the school-room becomes a prison-house to both parties, and almost every spark of cheerfulness and affection grows dim and expires. Mutual crimination and recrimination follow, — the teacher flattering himself that he does his duty, the pupils excusing themselves by pleading the indifference and moroseness of their teacher, and the heart which should be cultivated with tenderest care, is overgrown with briars and thorns.

It cannot be denied that many well-educated teachers fail of success, and quit their business, or plod on in a service which is neither agreeable to themselves nor profitable to their employers, and secretly feel, or openly profess, that they have no love for their profession. They would be glad to love it, but find no method of controlling or changing their affection. The question arises, Is there any remedy for such a disease of the heart? — any philosopher's stone by which our hatred may be changed to love? To the teacher who should ask this question, we would answer: Make up your mind that you are a teacher;

that teaching is your profession ; and that if you are to obtain any reputation or respectability, it is in and through that profession. Cease idly to dream of the laurels you might have won, and the display you might have made by standing in the pulpit, or at the bar. It is a delusive dream. These are fading laurels. How few win them ! and, when won, how little the real happiness they give ! The man who cannot content himself with a competent livelihood, and a substantial reputation for wisdom, honor and virtue, should not teach a single day. The man who esteems the momentary clapping and shouting of an ungrateful rabble above the abiding respect and honor which through life a large class of the most respectable of his fellow citizens shall entertain towards the teacher of their schoolboy days, is not fit for a teacher. He is too selfish and grovelling to instil the principles of truth and virtue into the youthful mind. Such a teacher, however, need not fear that he shall have no opportunity to display his talents, even in his present humble vocation. The keen-eyed boy, from daily observation, soon learns the mettle of his master, and quite too soon our frailties as well as our excellences are rehearsed in every ear. There is no place, perhaps, in which a man will rise or sink so rapidly to his true level, as in the school-room ; and the bright-eyed, roguish boys of a village school, have often found out, in a single week, the shallow merits of some boastful pedant, whom, if he had been the village pastor or doctor, instead of the village teacher, their more experienced parents would have thought, for a whole year, a man of splendid endowments.

Let him, then, who wishes to display his talents, forthwith become a teacher ; and let him love his profession for the faithfulness and rapidity with which it spreads his fame and merits to the admiring world. And let, too, the man who deserves, and soberly desires to secure, the abiding esteem of his fellow-men, for his ability, honesty and virtue, choose and love that profession in which he can fasten indelibly upon the youthful mind the memory of his name. The faithful teacher's sure reward should rebuke our envy at the fleeting fame of him who dazzles for an hour, and is remembered as long.

But the true answer to the question, *How shall we love an object?* is, *Labor for that object.* Labor is the philosopher's stone which will turn indifference, and even hatred, to love. Why does the father so fondly cherish the wealth which his son is so ready to squander ? It is because he has earned it by the sweat of his own brow. Why is the feeble, sickly child, the dearest to the mother's heart ? It is because it has been the object of her daily toil and her midnight care. I have read somewhere of a hermit who vainly strove to win the affections of a child that sometimes visited his hut, by bestowing gifts upon,

and gratifying the wishes of his little visitor. But he met with no success until he reversed the process, and persuaded the child to do the same for him. It was when she began to labor for the old hermit that she began to love him. It is the laboring man to whom blessings are precious and repose is sweet; and it is the curse of wealth that, by removing the necessity of labor, it destroys the first element of love. It begets in the youthful mind, first, an indifference to the feelings of the parent, and then to the welfare of society; and woe to our country when the mother shall not nurse and educate the son, and the son shall not need, by his own personal labor, to repay the parent's care. In social life it is the giver, and not the recipient, who feels affection warmest glow. Charity blesses him who gives, as well as him who takes.

If, then, we become indifferent to a benefactor or a friend, we must forthwith make him the object of our labor and beneficence. We must hasten to do some act of kindness, or bestow some token of regard, and in the very act the dying embers of affection will begin to glow. So, too, in regard to your profession. If you are conscious of too little zeal or love for it, you must awake to action. Is there a fault?—you must summon up every energy to correct that fault. Be patient, but determined, until you have brought things to your mind. Is your school-room soiled and gloomy?—let it forthwith be purified and cleansed. Is your furniture broken?—send it straightway to the joiner. Do your boys distract you by their noisy tramping to the recitation seats?—send them back again, and cease all other instruction until they are taught to walk like gentlemen. Shake off your repining, for it is your privilege to command. Have something to be proud of. Determine to preclude the necessity of a tame apology to every visitor by bringing things to your mind; and, if you are a true man, you will succeed. Put your head and hands into the work, and your heart will follow. The very exertion will awake your attention, arouse your pride, and secure your love for your business.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its Fourth Semi-annual Meeting in Concord on the 6th and 7th of April. Although the weather seemed quite unfavorable the first morning of the session, yet there was sufficient interest in educational matters to secure a *large* attendance of teachers of both sexes. From some cause, unknown to us, we were not permitted to exchange congratulations with our Charlestown friends.

The Association was *warmly* welcomed by the Rev. Mr. Angier, to the revolutionary scenes and the hospitable homes of old Concord; to which the President of the Association, C. C. Chase, Esq., of Lowell, responded. After the business of the A. M. the subject of "School Attendance" was discussed by Messrs. Fiske, Russell, and Robertson, of Lowell, Dow, of Lexington, Stone, of Woburn, Knapp, of Somerville, E. Smith and Ladd, of Cambridge.

The discussion elicited enough to show the utter *worthlessness* of the statistics on attendance—each town or city computing upon different principles, with as many *varying* results—and to show the great need there is of having a *just* and *universally followed system of computation*.

"The proper Temperature of the School-room" was then taken up, and discussed by several gentlemen, showing quite a diversity of opinion, and that in so important a matter there should be definite knowledge, and judicious arrangements.

AFTERNOON SESSION.

The committee appointed at the last meeting to examine Pierpont's Series of Readers reported *disagreement*, and requested to be discharged. Mr. Kimball, of Lowell, then offered the following resolution: Resolved—"That Pierpont's Readers constitute the best series in use in the State." Discussed by Messrs. Kimball, Stone, Jamison, of Somerville, Ladd, E. Smith, Fiske, Russell and Rev. Mr. Angier, whereupon the committee were discharged and no further action taken.

Rev. F. D. Huntington, of Boston, was then introduced to the audience. His lecture upon "Unconscious Tuition" was truly beautiful and practical. It is to be hoped that Mr. Huntington will be invited to deliver it before many more Teachers' Meetings. It should be heard or read by every teacher in the land.

EVENING SESSION.

A lecture from Prof. A. Crosby, of Boston. His subject, "The Earth as the Home of Man," was handled in an interesting and instructive manner.

SATURDAY, A. M.

Two prizes, one of \$10.00 and one of \$5.00 were offered by the Association to the lady members for essays upon subjects chosen by themselves. The essays to be sent to W. A. Stone, Woburn, by the 10th of Sept. next.

P. B. Strong, Esq., of Springfield, was then introduced as the lecturer of the A. M. His subject, "The Influence of the Teacher," was ably discussed in its bearings upon the prosperity

of the country, and the masses in general, in the various departments of Science, Literature and Theology.

The results of the *true* and the *false* teacher were vividly portrayed, and a beautiful and touching tribute to the character and influence of Miss Mary Lyons was given.

The customary Resolutions of Thanks having passed, the Association closed another of its pleasant, and we trust, profitable session.

J. W. HUNT, *Sec.*

OBITUARY.

[For the Massachusetts Teacher.]

THE decease of Mr. Edwin Wallace Bartlett, late teacher in the Eliot High School, West Roxbury, has left a vacancy not only in that school, but in the whole corps of teachers, which cannot easily be filled. Though withdrawn by Providence from his earthly labors at the early age of twenty-six, he had already devoted, wholly or in part, ten years to the profession of his choice.

A brief review of his life cannot fail to profit every thoughtful reader.

Mr. Bartlett was born in Bethel, Me., September 12th, 1828. His early childhood exhibited the buddings of those mental and moral characteristics, which matured into abundant fruits in his later years. A remarkable gentleness of demeanor, a constant equanimity of temperament, a careful regard for the feelings of others, a conscientious devotion to duty, a quiet but unyielding perseverance in the pursuits of desired objects—these were some of the most prominent qualities which began to be developed in his youth, and which, in no common degree, adorned his manhood. While yet a boy, he was distinguished above his companions for the refinement of his tastes, and for a love of reading and study.

At the age of sixteen, such were his scholastic attainments, and such was his strong, though modest self-reliance, that he successfully taught a winter school in his native State. He continued to teach during the winter seasons, with uniform success, until he graduated from Bowdoin College, in September, 1848. As a college student, he was marked for his diligence and fidelity. He attained a high rank in scholarship, although the delicacy of his physical constitution debarred him from that rigorous application to study, which would have given him the highest satisfaction. In college, as everywhere else, all who knew him were his friends, and those who knew him best, esteemed him most.

After leaving Bowdoin, he taught one term in Phillips, Me., thence he removed to Woburn, Mass., where he conducted the principal grammar school with well-known success. In 1850, at the unsought solicitations of the committee having in charge the procuring of a teacher for the female department of the Eliot School in West Roxbury, he was induced to connect himself with that school. Here he remained until the fall of 1853, when a disease of the lungs, accompanied by general debility, campelled him to ask for leave of absence. Hoping that a southern climate might favor his restoration to health, he went to Cuba. There he spent several weeks in examining schools and visiting places of interest. From Cuba he went to Louisiana. Having become well acquainted with the schools in New Orleans, and flattering himself that his health was reëstablished, he turned his steps homeward. Passing up the Mississippi, he stopped awhile to visit a relative in Northern Illinois. While there he took a severe cold, which brought on a cough, attended by chills and fever. As soon as his strength permitted, he resumed his homeward journey, and arrived in his native town in June, 1854. Notwithstanding all discouragements, he still confidently hoped that he should at the opening of the fall term, be able to reoccupy his place in school. Not until the summer vacation had nearly passed could he bring his ever sanguine mind to the sad conviction, that his work as a teacher was done; that the pupils to whom he was so warmly attached must be intrusted to other hands. Having tendered his resignation and remained in school a few days, until a successor should be appointed, he bade his scholars an affectionate farewell, and then, for the last time, returned to the home of his youth, followed by the sympathies and blessings of young and old.

After a long and painful sickness he calmly expired on the 20th of February, 1855.

Death had no terrors for him. He had lived a conscientious life; had endeavored to perform his whole duty; and when he saw that his departure was near at hand, he conversed freely and cheerfully upon his condition, gave the minutest directions in regard to his burial, and the subsequent disposition of his property, and finally sank to his eternal rest, (to use the words he had just desired a brother to read to him,)

“Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.”

Mr. Bartlett excelled both as a disciplinarian and as an instructor. As a disciplinarian he was distinguished by a gentle but unyielding firmness, by remarkable equanimity of temper, and by regard for neatness, exactness and system. Every scholar knew that a rule once announced by him, would be rigidly enforced, and no one ever had occasion to doubt that

the teacher was in earnest in all he said. Surprise has often been expressed, that a man so mild in appearance as Mr. Bartlett, should have been able to govern his school so successfully. The secret of his success lay in *his self-control*. He never allowed himself to exhibit angry feelings; was always patient, forbearing, considerate; calmly deliberated before acting on important matters; pursued his way carefully and wisely, never taking a backward step, but making every advance a permanent gain. During an intimate association with him for three years, the writer never saw him, when he seemed for a moment to have lost the fullest command over himself.

His school was always a quiet one. To a superficial observer, its quietness might have appeared the result of inactivity; but beneath it all, there ran a deep strong current of mental and moral life.

As an instructor, Mr. Bartlett was marked by a regard for thoroughness and comprehensiveness. While the careful study of certain text-books was required, he carried his instructions far beyond them, opening to view as fully as possible the broad domain of knowledge, and awakening in the youthful mind an earnest desire to gather in its treasures.

He was a man of indefatigable industry. In season and out of season, by day and by night, his best energies were devoted to the welfare of his pupils. Often did the setting sun leave him at his work in the schoolroom; often did the midnight lamp light up his pale face, as he prepared for the duties of the coming day. Loving his profession and keenly alive to his responsibilities, he forgot his own health and comfort in unremitting conscientious endeavors to elevate the moral and intellectual standard of his school. As a teacher he was *a model of noble, untiring, self-sacrificing faithfulness*.

His intercourse with his fellow-teachers and with society, was characterized by courtesy, simplicity, and sincerity. By nature sensitive in his own feelings, he was peculiarly careful not to do or say aught that could disturb the feelings of others. Never would he allow himself to speak unkindly or enviously of his brother teachers. Inspired by a worthy desire to discharge his duties in such a manner as should command approbation, he had too lofty a soul to harbor that petty envy which often tempts men to exalt themselves on their neighbor's ruin. Towards all he was uniformly kind and generous, forbearing and forgiving. Tenderly as a woman did he sympathize with the sufferings of others; patiently as a martyr did he endure his own. Quietly, as he lived, and with Christian hope he closed his eyes in the sleep of death; sweetly he rests in the still graveyard of his native village, undisturbed by the passing river's solemn murmurings.

MATHEMATICAL.

THE following question will excite none the less interest among the young mathematicians from the fact that it is a real one, the items having been originally obtained from one of our New England railroad superintendents. We trust that some of the pupils in our schools, or others interested, will send us their solutions. We will publish the best.

Three railroad companies, A, B, and C, agreed to make a division of their joint proceeds, as follows:—Each was to make 48 trips; A was to have 44, B 35, and C 21 per cent. of the earnings. But, from unforeseen circumstances, A made only 30, B 36, and C 24 trips. What per cent. of the joint proceeds should each company have?

We insert the following with pleasure, and would ask a continuance of such favors:

MR. EDITOR;—With your permission, I will call the attention of the readers of the "Teacher" to a set of equations, which, it is said, cannot be solved by quadratics.

The equations are as follows:

$$(1) \quad xy=1020$$

$$(2) \quad \sqrt{x+y} - \sqrt{x-y} = x-y.$$

Required the values of x and y .

H.

Resident Editors' Table.

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| GEORGE ALLEN, Jr., Boston. C. J. CAPEN, Dedham. | RESIDENT EDITORS. | ELBRIDGE SMITH, Cambridge. E. S. STEARNS, . . . Frammingham. |
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LITERARY NOTICES.

A TREATISE ON ENGLISH PUNCTUATION. *Designed for Letter Writers, Authors, Printers, and Correctors of the press; and for the use of Schools and Academies. With an Appendix, containing Rules on the Use of Capitals, a List of Abbreviations, Hints on the Preparation of Copy, and on Proof-Reading, Specimen of Proof Sheet, etc.* By John Wilson. Third Edition, enlarged. Boston: Printed by John Wilson & Son, 22 School Street. New York: C. Shepard & Co., Fulton Street. 1855.

THERE is, perhaps, no department in which even good writers differ so much, none in which good writers fail so often, as in punctuation. Admitting that instances often occur for which the books will not furnish definite rules, and that frequently the good taste of the writer is his only guide, there will be an ample

field of usefulness for a work on Punctuation. We will not admit that any writer, compositor, or proof-reader, is so well versed in this somewhat intricate art as not to need a work of reference. Even for spelling, the best writers have occasionally to refer to the dictionary, so treacherous is memory; but how much more liable is it to fail in the vastly deeper and more numerous intricacies of punctuation; and how much the greater need is there also of having the judgment well exercised by frequent perusal of the rules and examples of a complete work. We will even go so far as remind our readers that there is a philosophy underlying the whole subject; and that if in dignity, as a study, it may not be compared with the philosophy of rhetoric, it is entitled to attention as a branch kindred with, and auxiliary to, the latter.

The work whose title we have quoted at the head of this notice, is as comprehensive and as philosophical as the most careful scholar could wish, so clear and intelligible that beginners may understand it, and it may be recommended as the best treatise on the subject of punctuation that has ever been published. It is a new and much enlarged and improved edition of a work issued by the same author, in England, some years since, entitled "*A Treatise on Grammatical Punctuation*," which has been a *vade mecum* with writers and proof-readers, and which has given him the credit of having produced that rarest of all educational productions—a *good book*. Mr. Wilson enjoys a high reputation among writers and scholars as a man of refined taste, good judgment, and critical discernment, and as one well schooled in all the practical details of his profession, being himself a practical printer. We mention these circumstances, not with the idea that we can add to his reputation, but in order to assure our readers that they may possess themselves of a work deemed by good judges as reliable.

If any wish to be enlightened on the importance and uses of correct punctuation, we would refer them to the able Introduction of Mr. Wilson on this subject. It should be read by all. About 250 pages of the work are devoted to the subject of punctuation. The Appendix contains a complete treatise on the use of Capital Letters. It treats also of the subject of "*Abbreviations and Representative Letters*," giving a comprehensive list of all those in use. Its remaining subjects are "*Italic Characters*;" "*Terms relating to Books*;" "*Hints on the Preparation of 'Copy' and on Proof-Reading*," to which is added a Specimen of Proof-Sheet, and explanations of the marks used by correctors of the Press. Let us not forget to mention the complete Index, a most invaluable accompaniment to a good book.

We most emphatically assert that no writer or proof-reader can intelligibly correct for the press, without the use of Mr. Wilson's work as a hand-book of reference, and that no teacher should fail to supply himself with a copy.

DISCOURSES AND SPEECHES, *Delivered at the Celebration of the Semi-Centennial Anniversary of Monson Academy, Monson, Mass., July 18th and 19th, 1854.*

THE above-mentioned pamphlet is of marked educational interest. We regret that our limits will not permit us to do it justice. It has, of late years, become a matter of very common occurrence at our various institutions of learning, to call home their alumni on the anniversaries of those events which have signalized their history. These occasions do something more than merely to revive old friendships, and furnish opportunities for agreeable social intercourse. Did they, however, do no more than to secure these results, they ought by every proper means to be encouraged. But these annual, decennial, semi-centennial, and centennial celebrations are calculated to promote, in a most important manner, the future interests of the institutions at which they are held. They awaken in every noble mind a fresh sense of obligation to the institution in which it was educated; and this sense of obligation has not unfrequently found expression in something more tangible than an after-dinner speech, or a series of resolutions passed with great unanimity and then forgotten. Much may also be done on these occasions for the history of education at these institutions, a subject respecting which there is a surprising amount of indifference. We doubt if there be a dozen literary institutions in Massachusetts of twenty years' standing, whose history could be written with that degree of accuracy which is desirable, and, we should be inclined to say, even essential. If we may be allowed to speak from experience, we should give the opinion that not one half the towns in this State can furnish a complete set of their school reports, from the time when the law of the Commonwealth required them to be printed. The impression seems to be that these documents are of merely transitory interest, and will never be wanted after it has been ascertained how much money has been spent in the past, and how much will be wanted in the coming year. As the records of the mental growth of a community,—as a means of determining how high an estimate is placed upon the training of the young,—in short, how far the interests of the *man* are prized above the body which he inhabits, and the estate which he possesses,—these reports of school committees are little read, and, we fear, still less valued. The remark is often made, yes, it has even been printed, that the routine of school life presents no materials for history; and yet who will deny, after a moment's reflection, that in this same period of school-life the foundations of character are laid, and the direction given to individual, and through the

individual to national character? As the history of an individual is incomplete without his school-life, so the history of a community must ever be unsatisfactory without its educational history. It was a law of the Homeric poetry, that the arming of the hero for battle should enter into the description of the battle itself. The law is founded upon one of the most obvious principles of our natures. We delight to trace effects to causes. We delight to dwell upon every circumstance of splendid preparation which contributes to fit the great man for the scene of his glory. We delight to watch, fold by fold, the bracing on of his Vulcanian panoply, and observe with pleased anxiety the leading forth of that chariot, which, borne on irresistible wheels, and drawn by steeds of immortal race, is to crush the necks of the mighty, and sweep away the serried strength of armies. This remark, which we have quoted from a review of "Tomline's Life of William Pitt," expresses quite forcibly the interest which properly belongs to the history of our schools, academies, and colleges.

Mr. Hammond, the present able Principal of the Lawrence Academy in Groton, and formerly Principal of Monson Academy, appears to have a just sense of the importance of the history of that class of schools in which he has so successfully labored. His "Historical Discourse" at the Monson celebration, is quite a valuable contribution to our very scanty literature in this department. He has briefly sketched the causes which led to the establishment of the numerous academies which were incorporated in this State, near the close of the last, and in the early part of the present century. We most earnestly wish that he may be able to fill up the outline which he has drawn, and give us a truly worthy history of these institutions which have done so much for the State, and which now, in some measure, seem to be giving place to the more strictly Puritan model, the High Schools, or, as they might more properly be termed, the Grammar Schools. No man is more capable of doing this work than Mr. Hammond.

The pamphlet under notice also contains a very excellent discourse by the Rev. Richard S. Storrs, Jr., D. D., on the "Relations of Commerce to Literature." We regret that our space the present month will not permit us to gratify our readers with some extended extracts.

E. S.

Bridgewater Normal Association:—The next Annual Convention of this Association will be held at Bridgewater, Mass., on Wednesday the 8th of August. The Address will be delivered by Rev. Samuel J. May, of Syracuse, N. Y.

E. A. H. ALLEN, *Pres.*

INTELLIGENCE.

S. D. Hunt, Esq., has resigned the mastership of the High School in Concord, and has taken charge of a private school in North Bridgewater. Mr. Hunt has had charge of the High School in Concord for several years, and leaves it with the highest regards of the community which he has so faithfully served.

John Ruggles, Esq., has resigned the mastership of the High School in Brighton, to take charge of the High School in Taunton.

Prof. Samuel S. Greene, late Superintendent of Public Schools in Providence, R. I., has been appointed Professor of Natural Philosophy and Engineering in Brown University, and has already entered upon the discharge of his duties. Prof. Greene has been one of the most active and efficient laborers in the cause of popular education in New England, for the last fifteen years. His services in Massachusetts will justify us in giving a brief history of his labors in the cause of education. Prof. Greene was graduated at Brown University, in the class of 1837. Immediately after leaving college he took charge of the Worcester Academy, at that time called the "Worcester County Manual Labor High School." In this school he established his character as a thorough and efficient instructor. After remaining in this position about three years, he was appointed Superintendent of Public Schools in Springfield. He retained this position until the office was abolished in 1842. He then became connected with the English High School in Boston for a short period, but was soon appointed to the mastership of the Phillips School, at the time of its establishment in 1844. He remained at the head of this school until he entered the service of the Board of Education. After laboring for some time as the agent of the Board of Education, he accepted the Superintendency of the Public Schools in Providence, R. I., where he has labored with great efficiency and success until the present year. Prof. Greene's labors as an educator, have not been confined to the work of oral instruction simply. About the time of his coming to Boston, his attention was especially directed to the subject of English Grammar. In 1847 he published his "Grammatical Chart." This was soon followed by his "Analysis," a work which we shall venture to pronounce the most thorough, and, at the same time, the most natural and simple of all the various works on English Grammar, which have as yet appeared in this country. An abridgment of the "Analysis," "The First Lessons," was

published in 1849. In 1853 he published his "Elements of English Grammar." Prof. Greene's labors as a grammarian reflect distinctly his character as a man. They are clear, thorough, and, in our humble opinion, exhaustive of the subject. In leaving the sphere in which he has so long and so acceptably labored, we can do no less, and, indeed, could scarcely do more than to wish for him in his new field of labor, the same success which has thus far attended him. The Professor will not, however, thank us for speaking of him as *leaving* the cause of popular education. We are conscious that he will ever feel a deep interest in the welfare of Public Schools throughout our country.

Charles J. Frost, Esq., recently master of a Grammar School in West Cambridge, has been appointed master of the High School in Concord.

Ide & Dutton have just received a valuable addition to their collection of maps. Among them we notice an entire set of Banerkeller's maps in relief, including Europe, Great Britain and Ireland, France, Germany and Switzerland. Teachers who are not familiar with Banerkeller's maps in relief, will find it to their advantage to call and examine these specimens. Those maps properly used in our schools will introduce quite a new era in the study of Geography. The same firm has also received a fine collection of English mural maps of better quality than we have before seen.

Hickling, Swan & Brown will soon publish two Latin-English Dictionaries by Dr. William Smith, the editor of the Dictionaries of Biography and Mythology, Antiquities, Geography, &c. These Dictionaries, judging from the specimen sheets which we have seen, will constitute an important addition to our means of classical study. The larger will be somewhat less in size than Andrews's edition of Freund. The smaller, the school edition, will be of a convenient size for school use. These works will be published simultaneously with the English editions under the superintendence of a competent American editor.

The same house have in a state of forwardness a new High School Dictionary, by Dr. Worcester. This Dictionary will be found to be a work of more than ordinary interest, as it will combine features different from any that have characterized any other American dictionary.

Hickling, Swan & Brown will also soon publish a History of Rome, by N. G. Liddell, one of the editors of Liddel & Scott's Greek Lexicon.

E. S.

J. W. Bulkley, A. M., has been appointed Superintendent of the schools of the city of Brooklyn, N. Y., and we venture

to say that a better appointment could not have been made. It is a just reward of well-earned merit. Mr. Bulkley has long been known as a member of the corps of *active* teachers. Growth and promotion have followed naturally as the consequence of faithful and persevering labor in the business of teaching. To him it has been a labor of love. We claim him for Connecticut. He commenced his career in this State some quarter of a century since. We then heard of him in Albany. Next, as head of a very large school in Williamsburg, and Principal of the City Normal School. He is now at the head of public instruction in the third city in the Union, an elevated and responsible station, for which his experience has given him the right preparation. For such a place, a practical teacher is needed who has enlarged views and a talent for business. Such is Mr. B.—*Conn. Com. Sch. Journal.*

DEDICATION OF THE COMINS SCHOOL.

THE fine school house upon Gore avenue, in Roxbury, which has been completed within a few weeks past, and which has been named by the School Committee of that city the "Comins School," in honor of the late Mayor, was yesterday afternoon, in the presence of a large audience, solemnly dedicated as a temple of instruction for youth. The audience which was gathered together upon this interesting occasion, was composed in part of the young ladies who, under the superintending charge of Miss Sarah A. Cushing, late a teacher in the Boston Franklin School, are to be its future inmates, and partly of their brothers and sisters, their parents and kindred, and many zealous and disinterested friends of the cause of education.

Most of the pupils have heretofore attended the Dudley School, and have been actually crowded out by increase of numbers. The school-house which was thus dedicated with impressive exercises, is a handsome and substantial brick structure, about sixty feet in length, by forty feet wide, and cost twenty thousand dollars. Each story is designed to accommodate two divisions of scholars—sixty in a division—so that there is room in the entire building for three hundred and sixty girls. The apartments are finished in plain and elegant style. The arrangements throughout are excellent—no pains or expense being spared to render the rooms as well adapted as possible to the purposes for which they are designed. The school already has the nucleus of a library in the shape of a handsome donation, which, as many of our readers will remember, was presented to it a few weeks since by Mr. Comins—a part of the donation being intended for the purchase of books, and the remainder for investment as a library fund. The books which have been purchased with this money and placed in the library,

comprise chiefly standard works of an elevating and instructive character, such as Sparks's biographies, Hume's History of England, Annual of Scientific Discovery, and Prescott's lives and histories.

The exercises of the dedication were commenced by Mayor Ritchie, who made an appropriate address, which was listened to with deep attention. After announcing the purpose for which the congregation of people had assembled there, he spoke of the completeness of the building and of the important purpose for which it was to be used. He said that upon the educational interests of a city were based its highest hopes. He was proud of the efficiency of the Roxbury schools, and he hoped that at some future day they would be even more efficient than at present. He trusted that a time would come when educational interests would be so cared for that no child in the city would grow up uninstructed. Acting in behalf of the city Mr. Ritchie said that it was now his duty to transfer the building to the School Committee, to be used as a grammar school for girls; and, as he gave the keys of the house to the Hon. Bradford K. Pierce, the chairman of the Committee, he expressed a hope that they might always give entrance to a glorious temple where good learning might be sought and found, and pure and holy influences ever reign.

The Lord's Prayer was sung by the scholars, after which Mr. Pierce, the chairman of the School Committee, replied in suitable terms to the address of Mr. Ritchie. After an allusion to the interest which gathered around the occasion, he observed that the pecuniary cost of the building had been very great, and he was glad to say that the repeated calls of the School Committee for money had been cheerfully met by the Mayor and other members of the government and by the citizens generally. He remarked that the character of this school was such as to make it an interesting experiment. It was peculiar, inasmuch as a *lady* was to preside over it and to take the entire superintendence of the pupils. If the experiment was successful, and he doubted not that it would be so, the result would do more to advance the position of woman than a score of public meetings could do.

The Rev. William H. Ryder offered a prayer of dedication and a song was sung by the children.

The Hon. Linus B. Comins was then introduced, and made a brief address. He spoke of the paramount importance of, and influence exerted by the common schools of Massachusetts, and of the dependence of many persons upon them for all the school education which they receive. He spoke of the responsibilities of teachers, and expressed a hope that no rules would ever be introduced into this school which would have a tendency to infringe upon the rights of conscience and religious belief. He

regarded education as the corner-stone of the great social and political fabric.

Another song was sung, and Dr. Barnas Sears, the Secretary of the State Board of Education, next made a very interesting speech, in the course of which he alluded to the great improvement which had taken place in the character of school buildings, as well as of schools of Massachusetts, within comparatively a few years past. He spoke of the high character sustained by the schools of Massachusetts, in general, and those of Roxbury in particular—touched upon the superior facilities for female education which this age presented over the past, and drew a comparison between our schools and those of Europe, which was highly favorable to our own educational system. The schools for the peasantry of Europe, indeed, were well conducted in some countries, but there the pupils were taught rather physical than mental labor. The aim was more to give them a means of supporting themselves through life, than to confer upon them an intellectual education. In connection with the fact that this school was to have a lady superintendent, he remarked upon the recent discovery among us that the sphere of teaching is peculiarly adapted to woman. There were now several thousand teachers in the State, and of these about five thousand were females. Massachusetts and some of the other New England States had more female teachers, in proportion to the whole number of teachers, than any other country in the world.

At the conclusion of Mr. Sears's remarks, there were successively introduced, the Rev. Mr. Anderson of Roxbury, Hon. Mr. Dawley of Fall River, Hon. Mr. Warren of Boston, Rev. Mr. Ryder of Roxbury, and James M. Keith, Esq., the City Attorney of Roxbury, who was presented by Mr. Pierce as a rare specimen of the species human—an *honest lawyer*. All of these gentlemen made excellent speeches, short and to the point.

Mr. Pierce then introduced Miss Cushing, the future teacher of the school, to the pupils, and publicly delivered to her the keys of the house; and the ceremonies of dedication were closed with a prayer by the Rev. Mr. Twombly of Jamaica Plain.—*Boston Journal*, March 22d.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE Fifteenth Semi-annual Meeting of the Norfolk County Teachers' Association will be held in Wrentham Centre, on Monday and Tuesday, the 4th and 5th of June next.

Lectures will be delivered by Rev. Thomas Hill, of Waltham. Prof. B. F. Tweed, of Tufts College, Somerville, and Robert Bickford, Esq., Principal of the Young Ladies' High School, Roxbury.

"The Proper Selection of School Studies,"—"Defects in Reading, and their Remedies,"—"Management of Primary Schools," are the subjects selected for discussion.

THE

MASSACHUSETTS TEACHER.

Vol. VIII, No. 6.] WILLIAM L. GAGE, EDITOR OF THIS NUMBER. [June, 1856.

DR. ARNOLD A CHRISTIAN MAN.

ALL have noticed with pleasure the growth of the feeling, which is now becoming so prevalent, with regard to the late Dr. Thomas Arnold. While he was the Head-Master at Rugby, he was one of the marked characters of England. His strong political animosities, his continued opposition to the Oxford theology, his vehement animadversions against the evils of the day, and the zeal with which he labored to effect the changes which his own judgment approved of, made him not only a marked man, but also roused a spirit of bitter hostility to him, which, as Arnold remarked, has perhaps never been paralleled in the history of schools. In the school-room, his influence was ever great; yet, as his biographer tells us, it was to a large extent bounded by the walls of Rugby. Four years he labored to establish himself in the confidence and affection of the young men there; and when at the end of that time he felt that this object was attained, began his powerful sway over the succeeding classes. It was not till his death, however, that his influence began widely to be felt; the number of his pupils had then become very large: they were to be found, not only at the Universities, but scattered, as Arnold beautifully foretold that they would be, through England and her colonies; and then when his pupil Stanley gave the seal to his life by sending forth his modest and elegant biography, in which his teacher's character speaks on every page, Arnold began to be recognized, not only as the great instructor of this age, but also as the thoroughly devoted Christian man.

We do not wish to fill the pages of this magazine with the details of Arnold's life; they may be found in their own place. In fact, his is not a life, but a character. He accomplished no sounding exploit; he never met a hair-breadth escape; he saved no soul from drowning or shipwreck; he explored no distant

land ; he made no brilliant discovery to dazzle the eyes of mankind ; he was born, he lived and died ; he left nothing but works partially executed, and a fragrant character which has strengthened and inspired many already, and which will prove a continued blessing which shall outlive this age.

Arnold was an eminent teacher, but we are not to suppose that he had not his equal. We have no reason to suppose that in the communication of knowledge, he was not excelled in some departments. Rugby then, as now, was not mentioned first among the public schools of England ; young men went thence to the Universities well prepared, but not better than those from Eton and Winchester. For success in stimulating young minds in intellectual pursuits, Dr. Arnold was deservedly celebrated ; his biographer tells us that the room where the lessons of the Sixth Form were heard, was probably the "scene of the greatest intellectual ardor in the kingdom." But we must not be led into a false estimate of the relative position which Arnold ought to hold as a *teacher*. His glory lies in this one word : he had the distinguished honor of being the first who introduced the religious element into the great public schools. That he was the pioneer in this great work, let us never forget ; and while we concede to others skill in the communication of knowledge equal to his, let us reserve for Arnold the proud honor of having christianized education.

It was Arnold's crowning excellence as a teacher that he was so thoroughly religious a man. His whole life was the consecration of himself to God, and to his duty. In these days, when there is so much one-sided cant about humanity, and devotion to its interests, it is refreshing to turn to the pages of Stanley's well-told biography, and learn what such devotion is when pure and true. If ever Christian man lived, that man was Thomas Arnold. If there has ever been manifested persistency in the cause of Christ,—resolute opposition to evil, and sympathy with good,—it was shown in his life. In many cases, it is true, he did things which were not expedient ; sometimes, too, he opposed evils which were the offspring of his own fancy ; but in all that he wrote, said, and did, there lives such a vigorous Christian spirit, that we cannot sufficiently admire and imitate it.

And his religion was wholly without cant. Though on almost every page of his biography there occur expressions which, falling from the pen of a common man and an ordinary Christian, would sicken and disgust, yet we always feel that they are the sincere expressions of one who is not only conscious of the whole meaning of his words, but religiously feels their force. And Arnold was no fanatic ; his religion was not of that spasmodic nature which now almost expires, and anon shoots up in dazzling splendor. Arnold's devotion was constant and

well sustained, and whether teaching in the quiet hamlet of Laleham, or uttering his last words, amid the terrible pain of angina pectoris, there ever breathes a strong and unwavering spirit of devotion. If one is ever impressed with the fact, that, aside from all the hollow mockery which religion often assumes, there is a reality which may be shown in the thoughts and actions of a man, he can strengthen that impression by studying this noble character. If one feels that the flame of piety is burning low in his own heart, if the words of Arnold as they are exhibited in his letters and in his recorded observations do not kindle it into greater vigor, there are but few means which will.

We must remember that we, as teachers, generally fail, if we do fail, not in the communication of knowledge, but in the sustaining of a well-balanced mind, and a perfectly consistent character. Here we can take Arnold as a model. He was, it is true, no saint. He was a man of strong passions, easily betrayed into extreme severities of language, lacking in toleration, fiercely independent, but yet so prayerful a man, so watchful of himself, so regardful of his trusts, and so impressed with the present hand of God, and so filled with a reverential spirit, that we reject one of the great means which have been placed in our power, if we do not study his life to attain light for our own feet.

WORDS TO READING TEACHERS.

IF that advice is well founded which would have the reading of romances limited to those which have received the highest praise, there is still more reason that your reading of poems should be more select still. There are not many true judges of poetical merit; not that any are so blinded in taste or so infatuated by patriotism as to rank "Hail Columbia" with the "Lycidas" of John Milton; but there are but few who would claim any infallibility in judging of poems unsanctioned by a well known name. The ladder to poetical fame is the hardest of all to climb. The successful novelist and the accomplished historian are helped upward in their ascent by the encouraging shouts of admirers; the aspiring poet is met with the snarl of unappreciating ignorance, the growl of envious malice, and the bite of unheeding criticism. Sometimes an attempt is made to mount to the top at a single leap, and fortunate is he who resists with success the rude attempts to thrust him down.

Great poems are to be really studied, not simply read. If Shakspeare committed his glowing thoughts to paper without earnest labor and deep premeditation, he is the only great poet who has done so, unaided by inspiration from an ignoble source. And it is an act of base injustice to give to thoughts thus labored

out, that slight attention only which the columns of the daily newspaper receive. If you admire a poem, if you believe that you admire it, lock it up in your memory, and do not lose the key. Often let its words be on your tongue, and its sentiments be in your heart. Let it be *magna pars tui*,—a great part of yourself.

There is a depth of thought in great poems which you cannot fathom at the first perusal; a subtlety of expression which you cannot then explore. Have you read "Paradise Lost"? Have you read it but once? Then you have seen little of Milton but the words he uses. Has "Hamlet" had with you but a single interview? Then you know but little of the Prince of Denmark. Many, if not most of the brilliant poems in all languages, refuse to yield their essence but after the powerful and repeated trials of the mind's furnace. And more estimable by far is that inward satisfaction which results from the thought that you *know* such a poem as Coleridge's Ancient Mariner, and feel its depth, than all which the cursory reading of the English poets from Chaucer to Wordsworth can give. And though it be but plain advice, yet I would ask the teachers who may read these words, if they have never searched for diamonds in the mines of some great poem, to go there at once, and bring to light brilliants which shall throw a gleam of light over the intellect, give lustre to the taste and brightness to the affections. A great poem is exempt from the broad law of decay. Its life is the life of a lofty soul; and when your hopes flag, and your life grows heavy, you may resort to it and draw thence an unfailing spark, which shall kindle anew your drooping spirit. And when you feel an unwillingness to dwell upon the masterpiece of some gifted mind, when you feel a desire to pass from poet to poet, pleased with the harmony but unimpressed with the thought, then mark the token that your soul is as a withered leaf on the lifeless body, which no electric spark can kindle again into healthful action.

Let me press upon the attention of teachers the prime necessity of reading,—reading much and faithfully. The lower man is in the scale of civilization, the more complete is his isolation; the higher he is, the more numerous and strong are the ties which bind him to his fellow-man. Hence books, which are printed minds, are, and must ever be, the grand accompaniments of civilization; from them might much ever be drawn, to aid men upward in their struggle for fame, honor, and wealth.

Next to being thankful that we have minds of our own, let us be grateful that we have, in books, the minds of others; that there are embalmed for us, not only choice words and nicely culled sentences, but fragrant, refreshing thoughts; that the wise and noble of antiquity are ours, our friends, our counsellors: that evanescent imaginings, grand facts, sagacious reasons, and

bright flashes of wit have been caught and bound, and made prisoners under the covers of books.

It is written, that when the children of Israel were bitten by venomous reptiles in the wilderness, they turned to the brazen serpent and lived. When we are harassed by the cares and trials of life, we may turn in like manner to books, and draw from them the sources of our inner life. They have a tear for our sorrow, a smile for our joy, a strengthening word for our weakness, a reviving cordial for our despondency, something to aid us and to cheer us ever. Let us cherish them, and learn to love them; let them be near us; let the library be the sacred place of our households, and true-souled authors our most trusted advisers.

“ O Books, ye monuments of mind, concrete wisdom of the wisest ;
Sweet solaces of daily life, proofs and results of immortality ;
Trees yielding all fruits, whose leaves are for the healing of the nations ;
Groves of knowledge, where all may eat, nor fear a flaming sword ;
Gentle comrades, kind advisers, friends, comforts, treasures ;
Helps, governments, diversities of tongues ; who can weigh your worth ?
The silent volume listeneth well, and speaketh when thou listeth ;
It praiseth thy good without envy, it chideth thine evil without malice ;
It is to thee thy waiting slave and thine unbending teacher.
Need to humor no caprice, need to bear with no infirmity ;
Thy sin, thy slander or neglect chilleth not, quencheth not its love ;
Unalterably speaketh it the truth, warped not by error or interest ;
For a good book is the best of friends, the same to-day and forever.”

THE BIBLE A SUPPORTER.

DR. PAYSON, when racked with pain, and near to death, exclaimed, “ Oh, what a blessed thing it is to lose one’s will !— Since I have lost my will, I have found happiness. There can be no such thing as disappointment to me, for I have no *desires* but that God’s will may be accomplished.”

John Newton, in his old age, when his sight had become so dim as to be unable to read, hearing this scripture repeated, “ By the grace of God I am what I am,” paused for some moments, and then uttered this affecting soliloquy : “ I am not what I *ought* to be. Ah ! how imperfect and deficient ! I am not what I *wish* to be. I abhor that which is evil, and I would cleave to that which is good. I am not what I *hope* to be. Soon, soon, I shall put off mortality, and with mortality, all sin and imperfection. Though I am not what I *ought* to be, what I *wish* to be, and what I *hope* to be, yet I can truly say I am not what I once was, a slave to sin and Satan ; and I can heartily join with the apostle, and acknowledge, ‘ *By the grace of God, I am what I am.*’ ”—*Youth’s Companion*.

REPORT OF PROF. H. S. FRIEZE,

*On the Course of Study preparatory to admission to College.
Read before the Michigan State Teachers' Association, April
5th, 1855.*

IN the May number of the "Michigan Journal of Education and Teachers' Magazine," we find a very interesting account of the "Annual Meeting of the Michigan State Teachers' Association," which was held at Ann Arbor, in the early part of April. From the published report of the proceedings of the Association, we should judge that the meeting must have been one of much more than ordinary importance. Among those who took a prominent part in the exercises, we recognize the names of several gentlemen who have but recently occupied important positions in the schools and colleges of New England. We are glad to observe that Prof. Boise, formerly of Brown University, and now professor of Greek in the Michigan State University, is doing valuable service in the cause of public education in that State. Prof. Frieze, recently connected with the University Grammar School in Providence, R. I., and now professor of Latin in the Michigan University, is also laboring with ability and effect in the same cause. The latter gentleman read a report before the Association, on the course of classical study preparatory to admission to college. The views presented in this report seem to us eminently just, and we have thought that we could not do our readers a better service than by giving them a place in the "Teacher." There are now so many boys preparing for college in our public schools, that elementary classical instruction seems to claim from us a larger share of attention than it has hitherto received. Massachusetts sustains nearly one hundred High Schools. In all, or, at least, in nearly all of these schools, the Greek and Latin languages are taught. We hope the time is not far distant, when an attempt will be made to systematize more perfectly our course of preparation for college. We hope, in some future numbers of the "Teacher," to present some further communications on this important subject.

E. S.

Our view of the preparatory classical course must depend upon our view of what constitutes a liberal education, and what should be a collegiate and University course. A lawyer, who was somewhat distinguished for impertinence, when once pleading before the venerable Judge Story, took occasion to lay down the law, applicable to the case, with more minuteness of detail than seemed to the judge either complimentary to his own learning or profitable to the jury; whereupon, he hushed the advocate

with some such remark as this : " Mr. Smith, it is to be taken for granted that the Circuit Court of the United States has already acquired some little knowledge of Blackstone."

In like manner it is to be taken for granted that an assembly of teachers needs not to be told what are the principles on which a noble standard of education must be reared. Their very calling, and the disposition which has led them to adopt it, imply a love of intellectual attainment in every form ; a desire that every variety of human knowledge may go on increasing forever ; a generous zeal for the whole work of education, in its indivisible unity ; a largeness of charity like that of religion itself, which embraces in its sympathies all who are contributing in any way to the common cause ; hoping with strong confidence, not for the progress of one community alone, but for that of all mankind ; grieving to see any branch of learning depressed ; rejoicing in the success of every legitimate enterprise, be it for the advancement of science or of letters ; the promotion of the Primary School, or of the National Institute ; the application of science to industry, or the cultivation of æsthetic art. Such is the spirit of every teacher who is worthy of his profession, and in accordance with this comprehensive spirit will be his idea of large and liberal education.

Every discovery or invention of man ; every production of the human mind ; every creation of the pen or the chisel, of whatever time, of whatever nation ; every principle of science, every rule of art ; every fact in nature, every event in history ; every object which can excite curiosity and lead to contemplation, whether existing now, or hereafter to exist ; known now, or hereafter to be known ; enters into this noble edifice of human education ; forms a part of its material, some one of its members, or some portion of its adornments. It is an edifice, indeed, ever increasing, ever unfolding something more of the glorious design of the Divine Architect, like the great temple of Jupiter Olympus, or the no less magnificent cathedral of Cologne, growing for ages in size and beauty, yet never complete.

Here lies the secret of our success ; that we recognize the *unity of our work* ; that we aim at *unity of action*.

No matter whether we believe it or not, in our profession it is as true as Holy Writ, that we " are members one of another." If one suffer, in some way all will suffer ; if one neglect his proper functions, or perform them imperfectly, the whole body must bear the injury. When each fulfils his part, the entire system glows with healthful vigor and activity, attains the highest development, gladdens society with the greatest blessing, and presents to other communities the pleasing and instructive example of a State educational organization, well proportioned, well arranged, complete, harmonious, and efficient.

The instructors in the collegiate course, the instructors in academies, and those of the union and primary schools; those who talk to the young man, and those who talk to the child; those who discourse of the stars, and those who teach the A, B, C,—all are held together by a bond as indissoluble as that which constitutes the continuous identity of the child, the youth, and the man. Separate your present self, if you can, with all your acquirements, your experiences, your memories, from that dreamy child, or that careless boy whom you remember as your former self,—sever your young and diminutive frame from that manly growth which it has now attained,—cut asunder the impress and character of your boyhood from your present mature character,—when you can make such a division of your identity, then you can divide those different stages of education through which you have been led by different hands; then can you say those successive guides have no common interest; then can you say that teachers in different departments are isolated in their pursuits and purposes, and may be uncongenial in their sympathies.

On the unity, therefore, of that mind whose development is our aim, rests the unity of our work; and from the unity of our work arises the necessity of a harmonious unity of action.

What shall we say, then, of those essayists and schemers who have disseminated in late years the idea of an incongruity, and a sort of antagonism between certain departments of study?—Who have indirectly encouraged the silly notion that the world is burthened with too much learning; that there are more productions of genius now in existence than we can afford to spend our time upon, and that we had better let them die; that those ancient writings, those eyes through which we look into the old world, and draw light from its vast experience, must be forever closed, and our direct communion with the past be confined to the last three or four centuries; that henceforth we shall look into the mind of former generations, and learn the thoughts, the loves and hatreds, the woes and joys of our race for fifty-six hundred years of its history, only through the refracting and imperfect medium of a present and an infant literature.

This idea, we say, has been inculcated indirectly, and perhaps, too, without a clear apprehension on the part of its advocates to what result it must legitimately carry us. For, had the proposition been boldly put, that “it is expedient to seal up the classical literature, and to close the pages of the Greek and Hebrew Scriptures, and henceforth to depend upon our present translations, and upon the exegeses already extant for all our knowledge of those monuments both of inspiration and genius,”—this proposition would have been at once condemned by all true lovers of education and of mankind. But yet all this is in-

volved in the idea and doctrine that classical studies have ceased to be useful, and now must be regarded only as an ornamental accomplishment. For when we deny their utility, we certainly shut them out from any solid scheme of education, and we shall find, if anything can be learned from history, that the few, nay, even the Christian Ministry, will not cultivate that which the people neither appreciate nor encourage. Did not nearly all learning die out from the Latin, the Greek, and the Alexandrian churches, when it was left wholly to the priesthood? did it not revive again and soon grow to full vigor, when the people began once more to love the light, and demand that their clergy should search the original text of Holy Writ? And could the puritan clergy of New England venture to neglect their literary culture, in those early days, when their parishioners, though poor and starving, nevertheless set aside each his bushel of corn for the support of Harvard College?

Sound learning has indeed received a wound in the house of its friends; but we need not fear the result. Nothing which is truly valuable to the world, nothing which has fostered civilization, nothing which instructs, refines, and elevates the thoughtful; nothing, in fine, which embodies the undying inspirations of genius, and the everlasting truth of God, shall either perish, or pass away from human knowledge. We have the pledge of this hope in the strong vantage ground already held by civilization over barbarism; we have it in the phoenix nature of the printing press; we have it, above all, in the sure progress and ultimate victory of truth and Christianity.

But this foolish quarrel, this apple of discord thrown into the midst of our divine feast by some fury, jealous of our love and harmony, has for a moment excited hostility, not between Juno and Venus, but between Minerva and the Muses; between science and literature;—setting at variance those who are alike the daughters of Jove and the friends of man; all gifted with skill, with wisdom, and grace; all alike scattering their peaceful blessings upon the world. This unnatural alienation and warfare among the sister arts reminds us of the strange delusion of the lovers in the “Midsummer-Night’s Dream.” During their slumbers beneath the grove, the frolicsome fairy touched the eyelids of some with a potent herb which made them, on waking, scorn their admirers, and court the smiles of those who were indifferent to their prayers. So the votaries of learning were, perhaps, too securely sleeping,—sleeping on the acquisitions of the past,—wrapped up in their dignity beneath the quiet halls of their grey old colleges,—too regardless of the world around them,—when some mischievous spirit touched their heavy eyelids, and raising a hue and cry around their ears, caused them to wake and look on each other with estranged and hostile feel-

ings. The professor of chemistry, the mathematician, the political economist, suddenly found that the dead languages were monopolizing too much time in the educational halls; the advocates of the latter in their turn were pushed into a position which was somewhat too arrogant. "Scientific studies are practical," said one side; "Literary culture is ennobling," said the other. Both parties were right, and both were wrong. No disciple of learning can love his pursuits too ardently, none can press the claims of his favorite department with too much enthusiasm.—We must be earnest, or we can neither learn nor teach to advantage. Every one must magnify his office. But in doing this he must remember that there is room and ample scope for all. And he is committing a kind of suicide, when he seeks to uphold his own department, whatever it may be, by decrying the rest. This antagonism, however, of ancient learning and modern science, has already lost its acerbity, and will soon be numbered with the things that were, but not without some good effects, notwithstanding the momentary evils which may spring from it. The discussion has called attention to the value of classical studies, and to the grounds on which they rest their claims. The age boldly challenges all past usages to come forward and maintain their position in open court, and by sufficient evidence, or else to yield their usurped dominion over the minds of men; and the age has a right to make the challenge. The life of man is a precious, a holy thing; most especially is the period of youth a gift fraught with unspeakable weal or woe. It is the time allotted by Providence to the formation of character and the acquisition of habits which shall tell upon eternal destiny. Studies which claim to fill up a large part of this formative period, so big with fate, should be examined with keen-eyed suspicion, and at once thrust from their proud eminence, if they fail to make good their pretensions. And it need scarcely be said that the classics have survived the fiery ordeal, fully sustained in their position, and more completely entrenched than before in the hearty esteem of all those who are the friends of learning and religion. The arguments which have been presented in their defence it is unnecessary here to repeat.

We hold, then, that the position of the classics, as an integral part of our educational system, is impregnable. And in consequence of the very strength of their position they should submit cheerfully and with patience to the just strictures which have been provoked from time to time by the errors, the deficiencies, the conceit and pedantry, with which nearly all are chargeable who have been engaged in teaching them and advocating their claims. Those who are pursuing these studies, who desire to see them cultivated in the right spirit, and producing all the good they are capable of, far from deprecating

any attempt to question the utility of their labors, and the wisdom of their methods of instruction, should be the first to look into the real condition of their department of education, to point out the mistakes and abuses that exist, and, if possible, devise a remedy. We are upon strong ground: we have nothing to fear from the confession of our sins: let us make a clean breast. In the first place, let us plainly acknowledge that while the classics have not been without some good fruits, still, on the whole, up to the present time, they have accomplished nothing in this country adequate to their pretensions;—that they have failed, with but few exceptions, to promote, so much as they ought to do, the mental discipline of our youth;—that they have been so poorly studied as to make scarcely any lodgement in the memory;—that we have learned them and taught them in miserable fragments;—that, in short, we are ignorant ourselves, and our pupils are generally more ignorant than their teachers; and if we can do no better, we have no right to the inestimable time now assigned to us in the educational course. What then shall we do?

In the first place we want combined and united effort on the part of all who are engaged in this branch of education; that unity of action, which, as before suggested, is necessary to the success of the whole educational enterprise, and which, if possible, is still more essential to that portion of it which embraces the classical studies. If we act separately, without regard to a common relation, each pursuing his own plans, neither giving nor receiving counsel, it is evident that we must remain where we now are, moving perpetually in the same circle;—hopeless “gerund grinders.” Let us break up this isolation; let us do it here, though in other communities they may choose to maintain still the dignity of solitude. Let us come together, and agree upon some uniform and progressive scheme of studies, which shall secure to our students in each part of their course, the precise kind and amount of instruction they may need; which shall designate the particular subject of attention best adapted to each step in their progress, and thus secure to them the most economical and effective employment of their time from the beginning to the end. Without this unity of action on our part, I need not say, every attempt at improvement must fail. It is a Herculean task to break up the old and preposterous course and method which, originating no one knows where, has rested like an incubus upon our classical learning for many generations. Again, I say, let us come together.

One cause of our failure is to be found in a national trait of character, which, though baneful to all branches of learning, and operating perpetually against the success of all our institutions, is more pernicious to the classical course than to any

other. It is "hurry." The pupil is in a hurry, the teacher hurries, the college hurries. The result is a matter of painful experience. We are superficial and inaccurate; always crippled, always obliged to turn back and learn again just when we can ill afford the time; always learning and never coming to knowledge; and in the end dissatisfied with our education, and convinced that we have lost more days, nay, years, in retracing our steps to gather up what we have neglected or lost, than we have ever gained by hurrying. But this tendency to haste does not arise wholly from our natural disposition; it is in some measure the result of circumstances. The college requires too much reading in the preparatory course; the teacher is sometimes ambitious to put his classes over more surface than they can well understand, and the pupil is often influenced by the desire to shorten his term of study, so as to save expense or to get into his profession.

So far as the colleges are concerned, I think it will be found everywhere that even while they persist in crowding the preparatory course with so much reading, they prefer that the candidate should come prepared to sustain himself well on what he has read, though it be but a fraction of the whole; and that he should be thoroughly drilled in the grammar. They want thoroughness rather than quantity; a knowledge of the language itself rather than a mechanical and imperfect translation of this or that author. And they invariably find that those students make the highest attainment, who come from the few institutions where little, comparatively, is read, but much written, and much analyzed and tested by the grammar. The teacher, then, will consult the real interests of his pupil by diminishing the quantity, while he encourages in him the habit of critical accuracy.

Another mistake, we think, is generally made in the introduction of poetry too early in the course. Suppose a Persian or a Burmese youth were placed under your charge for the purpose of learning the English language. Would you at the end of six months or a year put into his hands the "Paradise Lost" or Pope's translation of the Iliad? These productions can be appreciated only by a grown up and educated American; and what prudent teacher would select such works to be read by an uneducated and undisciplined youth from a foreign land, just making his first acquaintance with our language? And yet the absurdity in his case would not be so glaring as in the one we are endeavoring to illustrate; for the teacher would have the advantage of instructing in his own, living language, and the youth would be greatly aided by constant intercourse and conversation with those to whom that language was native; whereas, the beginner in the ancient languages derives no aid from the living voice,

while the teacher feels more or less uncertain of the real meaning of the text. If, therefore, it would be unwise to introduce the foreign student so early to the reading of Milton, much more unreasonable is it to put our own pupils into Virgil, when they are hardly acquainted with the elements of the Latin grammar. Yet this we are doing year after year, under the prescription of an old custom, just as if Virgil grew, if I may so speak, in that part of the course, and must be read at that particular point or no where.

We say nothing of the sacrifice of so fine an author, the most perfect versifier, according to Addison, of all the ancient poets. But we protest against the sacrifice of the time and the best interests of the student. He spends six months or a year, and in some schools, more than a year, upon Virgil, when he should be reading Cæsar, Sallust, or Nepos. If he really understands the author as a poet should be understood, and this, we know, is not often the case, what knowledge has he acquired in the meanwhile of the fundamental principles of the language? Is epic poetry the proper medium for learning the general usages of a language? Or should the language of poetry be studied before that of prose is at all understood? Poetry departs in every line from the ordinary rules of construction and arrangement, and abounds in grammatical and rhetorical figures. Presented to the mind at an early stage of the course, these exceptions and peculiarities become as conspicuous in the memory as the general laws, and are confounded with them,—if, indeed, either rules or exceptions can be remembered in the effort to grasp so many things, and crowd them into the brain at once. But in general there is little effort of this kind, for the teacher is too much in a hurry to dwell upon the important differences of idiom in poetry and prose, while the student, in his eagerness to get over the ground, hardly knows whether he is reading the *Æneid* or Nepos, or whether his translation makes sense or nonsense. He tramples rough shod over the delicate and beautiful conceptions of Virgil, ruthlessly crushing, like a horse in a crockery shop, every polished image, every costly vase. Let us at once rescue Virgil and our pupils from this time-honored abuse.

Johannes Clericus, several generations ago, wrote on this matter of the order of classical studies in substance as follows.—Every thing must be taught at the proper time and in due course; each step should be well taken; one thing should be finished before another is begun; the simplest things should be studied first, prose before poetry; grammar before rhetoric; history before philosophy. Take first those authors whose style is nearest that of conversation, such as Terence and Plautus; then the easier historians, Cæsar and Nepos; read them through; commit sentences to memory; and imitate them with sentences of

your own ; you may now venture to enter carefully and slowly upon some of Cicero's orations : after which, you can read Livy and Sallust ; you may then study with advantage the satires of Horace and Juvenal ; then Tacitus ; and last of all the Odes of Horace and the *Æneid* of Virgil. Thus the lyric and the epic crown the work, and the flute, the lyre, and the wreath lend grace and glory to the well designed and well compacted fabric. Only prefix to this arrangement of strictly classical authors, an elementary training in the paradigms of some grammar, accompanied with simple exercises in translating reciprocally from one language to the other, and your whole course of education, at least in one language, is complete. As to the order of reading in Greek, there is no difficulty that we are aware of, and therefore it need not be discussed here.

But the wisest arrangement of authors will be of no avail as long as the attention of students is directed so exclusively to translating, and this in the haste and impatience of which I have spoken above. Colleges must cease to countenance a rapid and superficial preparation. And who will deny that at present they nearly all encourage the candidates to present themselves too early ? The colleges are feeble, and they need the tuition ; or they seek for large numbers and popularity, even when they do not depend on tuition. In this state, at least, if we will be decided, we can place this matter in the right attitude. Here, again, the advantage of a mutual understanding and of concerted action is apparent. Let the schools and academies have the assurance that the terms of admission will be adhered to, and that their students cannot slip from their hands half prepared ; let the collegiate faculties, on the other hand, receive no one without the recommendation of his preceptor, and let them feel confident that none but such as are worthy shall be recommended.

But there are still other evils. A good classification is a condition of the highest success ; the division of schools into departments, according to studies, and of departments again into classes, according to attainments. But the limited number of teachers makes this difficult at present, if not impossible. Still, as all studies suffer, and not least the languages, where classification is imperfect, we must approximate as nearly as the circumstances will allow to a proper classification, and patiently wait for the time when a more liberal support, a greater number of teachers, and a more complete division of labor, will bring this most desirable object within our reach. Meanwhile, an earnest spirit, a philosophical method, and a careful attention to the wants of the pupil at each step of his progress, will make up in a great measure for disadvantages beyond our control.

We should not leave this subject without pointing out the deficiency, which is very general, in the English elementary train-

ing of candidates for college. They are too often ignorant of geography, of English grammar, and of spelling; and they seldom acquire habits of neatness and propriety in drawing up written papers. These deficiencies cannot well be made up in college, and they continue to cripple and annoy the victim of early negligence through his whole life.

Shall I now venture to propose a plan for united action? Let a standing committee be appointed on classical education; let their first and immediate business be to report a course of studies. Let such a course be thoroughly discussed, and, if possible by the sacrifice of individual preferences, let it be adopted as the preparatory course of classical education to be pursued in this state. As uniformity is the most important consideration, we may feel assured that any course agreed upon by the teachers will meet with the hearty approval of both the Regents of the University, and of the collegiate faculties. Students thus prepared at different institutions in the same manner would come together in college classes under tenfold advantages, and the success and profitableness of their whole education would be greatly enhanced. Every one must see that when the preparation is unequal, the best scholars are obliged to wait for the rest, and that the standard of attainment is thus determined by the poorest. In addition to this, an organization might be entered into in connection with the general association, and subordinate to it, for the purpose of corresponding, of holding occasional meetings, and of keeping alive a more earnest and effective interest in this department of education.

THOUGHTS FOR CONSIDERATION.

It is scarcely necessary to seek examples for confirmation of a truth so obvious,—that we must have a Christian schoolmaster if we would have a really Christian school. The days are happily passing, if not quite passed, when the schoolmaster of the school for the poor was not very unfrequently the greatest reprobate in the parish. This evil is the relic of a neglectful age, and a low state of public opinion, and will soon, we trust, have disappeared; but there is a great gap between open immorality and that high Christian bearing, to gain which for the teachers of our youth ought to be the effort and prayer of all who love their country. What a vast responsibility thus devolves on those who guide our training-schools, for masters and mistresses; where the future trainers of our youth are to be themselves trained. We trust earnestly, that the Government inspectors will never lose sight of the paramount importance of moral and

religious qualities, while they insist, with wise inflexibility, on the maintenance of a high intellectual test.

Perhaps there is no man whose character is so continually exposed to observation as the schoolmaster ; a hundred prying eyes eagerly, with youthful quickness, note his every look ; his lightest word is weighty for the small republic over which he rules ; besides, he is exposed to great trials of temper ; and the varieties of his temper are always watched carefully, as inspiring fear or hope. There is no man who has so much need of thorough self-control, if he is to do his duty, and very few, who, if they fail of their duty, will do more immediate and extensive harm. Unless, therefore, a schoolmaster enters on his work in an earnest, Christian spirit, he must fail grievously. No amount of knowledge he can communicate will make amends, if he does moral harm by his example ; and he can scarcely avoid doing harm, if he fails to do good.

Besides, the schoolmaster has a great many other peculiar trials. He has much drudgery, which he will never get through satisfactorily for any length of time, unless he be borne up by an enthusiasm that springs from right principle. Often he lives in a remote country district, where he can find few persons of any intelligence to associate with ; and if he has been well prepared for his office, he must love intelligent society. Hence his case is like that of the country pastor,—and both will be much exposed to temptations, to settle into indolent habits, unless they have an unfailing spring of healthful activity within.

Perhaps, then, the most important of all the points to which those zealous for education ought now to be directing their attention is, to consider the best means of providing really good masters and mistresses for our schools. We hear a great deal in the present day of the importance of the master's office. Some may be afraid, not without cause, that the common mode of speaking on this subject may inflate our young teachers with self-conceit. A pedant means a schoolmaster ; and the way in which the secondary has completely superseded the primary sense of this word may well remind us what the rock is on which schoolmasters are most apt to be shipwrecked. Sir Walter Scott is reported to have said, in reference to this proverbial failing, that he never "knew a schoolmaster who was not an idiot ; and," he used to add, "the greater the schoolmaster, the greater the idiot." Of course, self-importance is the natural fault of men living much with their inferiors in intellect, to whom their very looks are law ; and it may be quite possible to aggravate this natural evil by injudicious talk about the high position which the schoolmaster ought to occupy in the social system. It will be a sad consummation of our training-schools, and all our other educational efforts, if we but deluge the land

with a new generation of prigs more intolerable than the pompous specimens whom we are accustomed to laugh at as relics of a bygone age.

The old parish schoolmaster of Scotland was often saved from being a mere pedant by the very necessities of his situation. He was commonly obliged to be a pluralist, in order to eke out his scanty salary; and a man must needs have known something more of the world than falls to the lot of a mere schoolmaster, when, as used often to be the case, he had to unite the duties of secretary to the justices of the peace, collector of the parish rates, and perhaps exciseman and land surveyor, besides those of precentor or parish clerk, with his ordinary jurisdiction over the parish school, and was also occasionally obliged to take his turn in the herring fishery, and spend his spare hours in the cultivation of a small farm. Modern improvers not unreasonably complain, that this system of pluralities left the parish school but a poor chance of success: And we shall have few such pluralists in future. The more need, then, since our new race of schoolmasters are to be schoolmasters only, that we take effectual steps to save them from a schoolmaster's faults. Men will not be made fit for a difficult position by merely talking of its importance; but by being very diligently and thoroughly taught whatever they are required to know, by having the difficulties they are sure to meet with carefully pointed out to them, and being made, with God's blessing, to feel, rather than speak of, their responsibilities, while they daily learn how impossible it will be to fulfil them without very earnest efforts. A mere enumeration of some of the chief qualifications for a good schoolmaster, ought to be enough to make a self-confident man humble. Personal piety—vigor both of mind and body—natural aptitude to teach, and a power of sympathizing with the young—learning—earnestness of purpose and genuine simplicity and humility, united with a power to command—who is the man adorned with all these gifts? Yet always, so far forth as the master fails in any of them, he is deficient for his work. It may be thought that the learning is not great which is required to teach a parish school; yet even the range of study is in itself considerable; and, if a man is to teach freshly and thoroughly, he must know a great deal more than he is required daily to communicate. His highest class, and the pupil teachers, between sixteen and nineteen years of age, whom he is required to prepare for examination, will very soon find out his shallowness, if he is not always increasing his own stores.

It is said of Arnold, in words quoted from his Life:—

"Whatever labor he bestowed on his literary works, was only

part of the constant progress of self-education, which he thought essential to the right discharge of his duties as a teacher. . . . Intellectually as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. I am sure, he said, speaking of his pupils at Laleham, that I do not judge of them, or expect of them, as I should, if I were not taking pains to improve my own mind."

We lay it down as a certain principle that a good schoolmaster, even for the poor, must be a student. He must study for the general improvement of his mind; and he must study specially in preparation each day for the principal lessons he has to teach. Without this special preparation, even a man of high abilities will be apt to teach vaguely; he will not know at once the points on which it is of chief importance to dwell, for the sake of the particular pupils he instructs. The peculiar nature of the Scottish parish school makes such efforts on the teacher's part even more necessary than in England. It is well known that it is in the country schools of Scotland that many youths receive their only preliminary instruction before they go to the universities. Hence the master is very commonly required to be able to teach the Classics. An instance is mentioned of "a remote Highland parish in the southern extremity of Banffshire having had the benefit, since 1845, of a teacher of such scholarship as to qualify him to discharge temporarily the duties of the Greek chair, King's College, Aberdeen, with general approval." The schoolmasters of Scotland have in a great degree in their hands the early education of the future Scottish clergy. We cannot speak too strongly of the necessity for their laboring to make themselves men of cultivated minds.

We have said that bodily as well as mental vigor is requisite for a good schoolmaster. This opens up an important question. Arnold used to say that he would leave Rugby as soon as he found that he could not run up the library stairs. A vigorous mind may indeed long sustain the flagging energies of the body in spite of bad health or the approaches of old age; but, speaking generally, of course a schoolmaster ought not to be an old or infirm man. Something must be done to provide schoolmasters with the means of retiring, if we are to have them everywhere generally efficient. The Dean of Hereford, in the introduction to his suggestive Hints, thus writes on this subject:

"Mr. Moseley in his report calls the attention of schoolmasters to a most important subject—one not less important to their own happiness and welfare, and to that of their families, than it is to the interests of education in general,—the consideration of means for providing for support in time of sickness and of old age, and of contributing towards the maintenance of a family in case of death; he

adds, that a mutual assurance or benefit society, formed upon a secure basis, among persons of this class, and conducted under the auspices of the Council on Education, would be an inestimable benefit." "This is a question in which the public are deeply interested, as affording the only means of protection against a master continuing to hold his situation, when from age and infirmity he is unfit for the duties of it; and school-managers will find some plan of this kind their only security against incompetent teachers, who have become so from being advanced in life, and whom it would be cruel and unjust to deprive of their situations, unless they had some provision to fall back upon."

And now we would bring our present remarks to a close, by noticing three points to which we wish the attention of all well-wishers of education in Scotland to be directed, while a Government measure is in suspense. The grand desideratum, as we have stated all through this article, is to secure proper teachers. It ought to be the effort of the friends of education to raise the teacher, and increase his efficiency in every possible way. For this purpose we beg them to consider how far individuals, and the trustees of the various educational endowments in the land, can exert themselves even without waiting for Government;—1st. To provide retiring pensions for masters and mistresses when unfit for duty; 2d. To increase their salaries while still active; and, 3dly. To found and maintain efficient schools or colleges in which they may be duly trained.—*North British Review*.

LONDON, 1855.

A course of letters on Education in Europe can be best introduced by one on English Schools; for though the gymnasia and training schools of Germany have a reputation which extends beyond their own country, yet, since England seems so near to us, in its common language, in its Protestant institutions, and in its schools,—many of which have been known to us by name from childhood, and which are so closely connected with the biographies of men whose writings are cherished not less in America, than in England,—it becomes us to commence first with the country of our forefathers.

In most of my letters I shall describe visits to celebrated schools; for I think that it is in this way that those who wish to see, as it were, for themselves, can best decide whether the schools of Europe have the advantage over our own; but for the reason that no stranger is allowed to listen to the ordinary recitations of English schools, and to be present during the

hours of instruction, I must present the result of my observations of these schools in a general form.

The most prominent things, then, which strike a teacher from the schools of Massachusetts, is the singular arrangement of the rooms for instruction, and the laxness which prevails in the matter of order. The English seem as yet to be just at the outset of a course of improvement in the general arrangement of their school-rooms. There is not that diversity which exists with us; but most of the houses are built on the same general plan. The rooms themselves are large, but their very size, added to the small amount of contents, gives them an air not at all in keeping with the effect of our crowded school rooms. Let me sketch the inside of a British school-house.— If it be intended for both sexes, the rooms are generally distinct, and range side by side. Around the hall is one row of movable benches, and before them a long desk. At the end of these desks, at which the pupils sit, is a chair for the teacher of a section, and in one corner of the room is the seat of the head master. It not unfrequently happens that six teachers occupy the same room. I asked several if they did not experience inconvenience from this arrangement. They told me that they did not, and brought up that argument which is so often urged in behalf of noisy school-rooms, — that they discipline the pupil to habits of thought, independent of outward circumstances. The argument may be a valid one, but I could not see its application in an English school-room.

Independent of this, there is not that air of quiet which is so pleasant to an American teacher. Things are permitted which would not be tolerated with us, and the effect of the whole is rather painful than otherwise. Whispering is but little prevented in the higher schools, and that old-fashioned evil of cutting the seats exists here in full force. It is strange that this should be justified, and in some schools even encouraged; but it is so. But when one sees in the panels or desks of some old buildings like that of Westminster School, or King Edward, the names of Addison, Rowe, Charles Lamb, and Leigh Hunt, the reason becomes apparent. It is that old and strange truth, that the boys before us in our school-rooms are to be the men of coming time, and that from them are to spring the Miltons and the Washingtons of the future. And though the building be mutilated most sadly, one cannot harshly chide the spirit which would fire youthful ambition, by constantly reminding in so significant a way, that all great men have once been young.

I have said that the school is held in but one room. But in the great public schools, like Eton and Harrow, the sixth form has a separate place for instruction; and all readers of Arnold's

life will remember his allusions to Library Tower as the spot where many of his strongest interests were centered.

The appliances of the school-room are not very different from those with us, yet there is, as with us, a great diversity. In most, however, that I have seen, there is a large array of printed cards, containing statistics of every kind. Yet the best schools here have very little machinery of this sort. One of the best that I have visited, the National School in London, displays merely a few blackboards; and the sentiment now seems to be very general in such schools, that the best kind of education is that which imparts rather quickness of thought than facts, and an ability to study rather than the results of the study of others.

The appearance of the English youth as they are found in the schools, is very prepossessing. They are accustomed to invigorating field sports, and their carriage at school partakes of the frank, open manner which such a training always gives. And though at times this spirit has to be checked, yet it makes the intercourse of teacher and pupil doubly interesting beyond the walls of the school-house. The teachers, as a general thing in England, cultivate the society of the young committed to their care, and there subsists that strong attachment which is so common with us, between teacher and pupil.

Teachers' associations are common in England, as with us. The only difference is, that the pastors and the teachers celebrate them together, since here the teacher's work is not disunited from the clergyman. Most of the eminent teachers here preach every Sunday, and Arnold's case, so far from being a solitary instance of the teacher and preacher united, is but an example of what is here most common. This seems to me the working out of a correct principle. I have never thought that the teacher fulfils his work, if he abstains from teaching religious truth, and here, where the most eminent teachers are thought worthy of high places in the church, I recognize the true sphere of the successful instructor of men.

Yet there is here among a certain class, much bandying of words about forming a separate profession, and standing on a patform as high as lawyers, clergymen, and physicians; and I am told that a society has been formed, having this as its special end. But I cannot think that here, any more than in America, words are to accomplish this; if these claims are to be allowed, they will be allowed only to those teachers who proceed in their work scientifically, and on philosophical principles; not to those who claim for all who bear the name of teacher the honors which the worthy few should receive alone. Even with us, where the science of teaching is much more advanced than it is in England, there are not many really professional teachers;

and no amount of talking will ever persuade the public that the number is large.

My opinion of English schools is, that, in the study of the Classics, they are far in advance of ours; but that, in orderly government, general arrangements, and in effectiveness, they are not equal to our own. I shall have occasion to dwell more upon them at some future time.

W. L. G.

THE STORY OF WILLIAM TELL.

[From Zschokke's History of Switzerland.]

KING ALBERT informed the Confederates in the Waldstatten, that he wished to have them as dear children of his royal house, and that they would do well to place themselves under the protection of Austria, as faithful subjects; that he would make them rich by fiefs, knighthoods, and booty. But when the mountaineers replied that they much preferred to remain in the ancient rights of their fathers, and in immediate dependence on the empire, he sent to them, as imperial bailiffs, severe and wicked men from his own territory, to oppress and harass them, that they might be desirous to detach themselves from the empire, and put themselves under the sovereignty of the house of Austria. He sent Hermann Gessler of Brunegg and the knight Beringer of Landenberg. They did as imperial bailiffs had never before done, and took up their abode in the land. Landenberg went to the king's castle, near Sarnen in Obwalden, and Gessler built for himself a tower in the country of Uri. The taxes were increased, the smallest offences punished by imprisonment and heavy fines, the country-people treated with haughtiness and contempt. Gessler, passing on horseback before Stauffacher's new house, in the village of Steinen, cried out insultingly, "Shall peasants be allowed to build so finely?" And when Arnold Anderhalden, of Melchthal, in Unterwalden, was condemned for some slight offence to lose a yoke of fine oxen, Landenberg's servant took the oxen from the plough and said, "Peasants may draw the plough themselves." But young Arnold, irritated by this insult, struck the servant and broke two of his fingers. Then he fled into the mountains. In revenge, Landenberg put out both the eyes of Arnold's old father.

Whoever, on the contrary, adhered to the bailiff and did his will, was treated with indulgence and was always in the right. But all did not escape, who, trusting in the protection of the bailiff, thought themselves entitled to do evil; and, as there was no longer any justice to be had in the land, each man helped himself, and this occasioned many disorders. But the

bailiffs laughed and persisted in their tyranny; they not only trod under foot the chartered franchises of the people, sanctioned by emperors and kings, but disregarded the everlasting right to life which God has given to every man.

While the oppressors laughed, and the oppressed groaned in the valley of the Waldstatten, the wife of Werner Stauffacher, in the village of Steinen, said to her husband: "How long shall the oppressors laugh and the oppressed groan? Shall foreigners be masters of this soil, and heirs of our property? What are the men of the mountains good for? Must we mothers nurse beggars at our bosoms, and bring up maid-servants for foreigners? Let there be an end to this!"

Thereupon Warner Stauffacher, without a word, went down to Brunnen on the lake, and over the water to Uri, to Walter Furst, in Attinghausen. With him he found concealed Arnold of Melchthal, who had fled across the mountain from the wrath of Landenberg.

They talked of the misery of their country, and of the cruelty of the foreign bailiffs whom the king had sent to them, in contempt of their hereditary franchises and liberties. They also called to mind that they had in vain appealed against the tyranny of the bailiffs before the king, and that the latter had threatened to compel them, in spite of the seals and charters of former emperors and kings, to separate from the empire and submit to Austria; that God had given to no king the right to commit injustice; that they had no hope but in God and their own courage, and that death was much more desirable than so shameful a yoke. They therefore resolved that each should talk with trustworthy and courageous men in his own district, to ascertain the disposition of the people, and what they would undertake for security and liberty.

Subsequently, as they had agreed, they met frequently by night, at a secret place on the lake. It lay about midway between Uri, Schwyz and Unterwalden, in a small bushy meadow at the foot of the rocks of Seelisberg, opposite the little village of Brunnen. It is called Rutli, from the clearing of bushes; there they were far from all human habitations. Soon each brought the joyful news that death was more desirable to all the people than so shameful a yoke.

When, on the night of 17th of November, 1807, they came together, and each of the Three had brought with him to the meadow of the Rutli, ten true and honorable men, determined to hold the ancient liberty of their fatherland before all, and life as nothing, the pious Three raised their hands to the starry heavens, and swore to God the Lord, before whom kings and peasants are equal, faithfully to live and to die for the rights of the innocent people; to undertake and carry through every thing in unision and not separately; to permit no injustice, but

also to commit no injustice ; to respect the rights and property of the counts of Habsburg, and do no harm to the imperial bailiffs, but also to prevent the bailiffs from ruining the country. And the thirty others raised their hands and took the oath, like the Three, to God and all the saints, manfully to assert liberty ; and they appointed New Year's night for the work. Then they separated ; each returned to his valley and to his cabin, and tended his cattle.

The bailiff, Hermann Gessler, was not easy, because he had an evil conscience. It seemed to him that the people began to raise their heads, and to show more boldness. Therefore he set the ducal hat of Austria upon a pole in Uri, and ordered that every one who passed before it should do it reverence. By this means he wished to discover who was opposed to Austria.

And William Tell, the archer of Burglen, one of the men of Rutli, passed before it, but he did not bow. He was immediately carried to the bailiff, who angrily said, "Insolent archer ! I will punish thee by means of thine own craft ; I will place an apple on the head of thy little son ; shoot it off and fail not !" And they bound the child and placed an apple on his head, and led the archer far away. He took aim. The bowstring twanged. The arrow pierced the apple. All the people shouted for joy. But Gessler said to the archer, "Why didst thou take a second arrow ?" Tell answered, "If the first had not pierced the apple, the second would assuredly have pierced thy heart."

This terrified the bailiff, and he ordered the archer to be seized and carried to a boat in which he was himself about to embark for Kussnacht. He did not think it prudent to imprison Tell in Uri, on account of the people ; but to drag him into foreign captivity was contrary to the privileges of the country. Therefore the bailiff feared an assemblage of the people, and hastily departed, in spite of a strong head wind. The sea rose, and the waves dashed foaming over the boat, so that all were alarmed, and the boatmen disheartened. The further they went on the lake, the greater was the danger of death ; for the steep mountains rose from the abyss of waters like walls to heaven. In great anxiety, Gessler ordered the fetters to be removed from Tell, that he, an experienced steersman, might take the helm. But Tell steered towards the bare flank of the Axenberg, where a naked rock projects, like a small shelf, into the lake. There was a shock, a spring. Tell was on the rock, the boat out about the lake.

The freed man climbed the mountain, and fled across the land of Schwyz ; and he thought in his troubled heart, " Whither can I fly from the wrath of the tyrant ? Even if I escape from his pursuit, he has my wife and child in my house as hostages. What may not Gessler do to my family, when Landenberg put

out the eyes of the old man of Melchthal on account of a servant's broken fingers? Where is the judgment-seat before which I can cite Gessler, when the king himself no longer listens to the complaints of the people? As law has no authority, and there is no one to judge between thee and me, thou and I, Gessler, are both without law, and self-preservation is our only judge. Either my innocent wife and child and fatherland must fall, or, bailiff Gessler, thou! Fall thou, therefore, and let liberty reign!"

So thought Tell, and, with bow and arrow, fled towards Kussnacht, and hid in the hollow way near the village. Thither came the bailiff; there the bowstring twanged; there the free arrow pierced the tyrant's heart.

The whole people shouted for joy when they learnt the death of their oppressor. Tell's deed increased their courage; but the night of the New Year had not yet come.

A SCOTTISH SCHOOL FIFTY YEARS SINCE.

[From Hugh Miller's Autobiography.]

I QUITTED the dame's school at the end of the first twelve-month, after mastering that grand acquirement of my life,—the art of holding converse with books; and was transferred straightforth to the grammar school of the parish, at which there attended at the time about a hundred and twenty boys, with a class of about thirty individuals more, much looked down upon by the others, and not deemed greatly worth the counting, seeing that it consisted of only *lassies*. And here, too, the early individual development seems nicely correspondent with an early national one. In his depreciatory estimate of contemporary woman, the boy is always a true savage. The old parish school of the place had been nobly situated in a snug corner, between the parish churchyard and a thick wood; and from the interesting centre which it formed, the boys, when tired of making dragon-horses of the erect head-stones, or of leaping along the flat-laid memorials, from end to end of the graveyard, "without touching grass," could repair to the taller trees, and rise in the world by climbing among them. As, however, they used to encroach, on these latter occasions, upon the laird's pleasure grounds, the school had been removed ere my time to the sea-shore; where, though there were neither tombstones nor trees, there were some balancing advantages, of a kind which, perhaps, only boys of the old school could have adequately appreciated. As the school-windows fronted the opening of the Frith, not a vessel could enter the harbor that we did not see; and, improving through our opportunities,

there was perhaps no educational institution in the kingdom in which all sorts of barks and carvels, from the fishing yawl to the frigate, could be more correctly drawn on the slate, or where any defect in bulk or rigging, in some faulty delineation, was surer of being more justly and unsparingly criticised. Further, the town, which drove a great trade in salted pork at the time, had a killing-place not thirty yards from the school-door, where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death outside rising high over the general murmur within; or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of the hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keddie's hand in its mouth, and almost smashed his thumb. We learned, too, to know, from our signal opportunities of observation, not only a good deal about pig anatomy,—especially about the detached edible parts of the animal, such as the spleen and the pancreas, and at least one other very palatable viscus besides,—but became knowing also about the *take* and the curing of herrings. All the herring-boats during the fishing season passed our windows on their homeward way to the harbor; and from their depth in the water, we became skilful enough to predicate the number of crans aboard of each with wonderful judgment and correctness. In days of good general fishings, too, when the curing yards proved too small to accommodate the quantities brought ashore, the fish used to be laid in glittering heaps opposite the school-house door; and an exciting scene, that combined the bustle of the workshop with the confusion of the crowded fair, would straightway spring up within twenty yards of the forms at which we sat, greatly to our enjoyment, and, of course, not a little to our instruction. We could see, simply by peering over book or slate, the curers going about rousing their fish with salt to counteract the effects of the dog-day sun; bevvies of young women employed as gutters, and horridly incarnadined with blood and viscera, squatting around the heaps, knife in hand, and plying with busy fingers their well-paid labors, at the rate of a sixpence per hour; relays of heavily-laden fish-wives bringing ever and anon fresh heaps of herrings in their creels; and outside of all, the coopers hammering as if for life and death,—now tightening hoops, and now slaking them, and anon calking with bullrush the leaky seams. It is not every grammar school in which such lessons are taught as those, in which all were initiated, and in which all became in some degree accomplished, in the grammar school of Cromarty!

The building in which we met was a low, long, straw-thatched cottage, open from gable to gable, with a mud floor below, and

an unlathed roof above; and stretching along the naked rafters, which, when the master chanced to be absent for a few minutes, gave noble exercise in climbing, there used frequently to lie a helm, or oar, or boathook, or even a foresail,—the spoil of some hapless peat-boat from the opposite side of the Frith. The Highland boatmen of Ross had carried on a trade in peats for ages with the Saxons of the town; and as every boat owed a long-derived perquisite of twenty peats to the grammar school, and as payment was at times foolishly refused, the party of boys commissioned by the master to exact it almost always succeeded, either by force or stratagem, in securing and bringing along with them, in behalf of the institution, some spar, or sail, or piece of rigging, which, until redeemed by special treaty, and the payment of the peats, was stowed up over the rafters. These peat-exhibitions, which were intensely popular in the school, gave noble exercise to the faculties. It was always a great matter to see, just as the school met, some observant boy appear, cap in hand, before the master, and intimate the fact of an arrival at the shore, by the simple words, "Peat-boat, Sir." The master would then proceed to name a party, more or less numerous, according to the exigency; but it seemed to be matter of pretty correct calculation that, in the cases in which the peat claim was disputed, it required about twenty boys to bring home the twenty peats, or, lacking these, the compensatory sail or spar. There were certain ill-conditioned boatmen who almost always resisted, and who delighted to tell us—invariably, too, in very bad English, that our perquisite was properly the hangman's perquisite, made over to us because we were *like him*; not seeing—blockheads that they were!—that the very admission established in full the rectitude of our claim, and gave to us, amid our dire perils and faithful contendings, the strengthening consciousness of a just quarrel. In dealing with these recusants, we used ordinarily to divide our forces into two bodies, the larger portion of the party filling their pockets with stones, and ranging themselves on some point of vantage, such as the pier-head; and the smaller stealing down as near the boat as possible, and mixing themselves up with the purchasers of the peats. We then, after due warning given, opened fire upon the boatmen; and, when the pebbles were hopping about them like hailstones, the boys below commonly succeeded in securing, under cover of the fire, the desired boathook or oar. And such were the ordinary circumstances and details of this piece of Spartan education; of which a townsman has told me he was strongly reminded when boarding, on one occasion, under cover of a well-sustained discharge of musketry, the vessel of an enemy that had been stranded on the shores of Berbice.

SILENT TEACHINGS.

A CELEBRATED painter, among the ancients, was asked why he took so much pains with his pictures; he replied, "I am painting for eternity." The teacher is emphatically "painting for eternity"—giving light and shade to an imperishable canvas; but, unlike the painter, he is often unconscious of the progress of his work, carrying it forward when least he *intends* to do so. The teacher is a "living epistle, known and read" by his pupils; and, I believe, teaches *most* in a more direct, but less formal manner than by words or books, in the older language of signs, by the influence of his character and life. His mind is brought in connection with the mind of the pupil, and the galvanic current flows readily along the wires of sympathy and confidence.

It is said that Mary Lyon, who sleeps so quietly beneath the turf of her beloved Mount Holyoke, but who "still lives" in the hearts of more than three thousand loving, imitating pupils, owed much of her success in imparting instruction to the almost magical influence which she had over them. They caught her spirit of disinterestedness and earnestness of purpose, her unflinching courage to pursue the right, which gave utterance to those thrilling words, "There is nothing in the universe that I fear, but that I shall not know *all* my duty, or shall fail to do it." That influence resulted, in no inconsiderable degree, from her ardent love for her pupils, and earnest desire to do them good; and every teacher upon whom her mantle has fallen, is exerting a vast influence upon the character of her charge. This power, which the teacher *must* exert, imposes a solemn responsibility, in view of which he may well say, "Who is sufficient for these things?"

There is implanted in the human breast a powerful propensity to do as others do, — to imitate the acts and follow the example of one regarded as a superior. This principle begins to develop itself in the earliest infancy. The child echoes the tone of voice, the expression of countenance, and the very motions of the body of his instructors; and why should it not be thus, when the outer is but the expression of the inner, which is receiving its color from the thoughts and acts of his living models?

From the nature of the mind, it is impossible that a single thought or act shall be separated from the great web of thoughts and acts which form Self; and it is certain that the incentives and principles of the earliest years are to rule, in a great measure, the man, — to shape that existence which is commensurate with Divinity. How important, then, does the teacher's influence and example become, and how earnestly should he strive

to teach, in this silent but effective manner, the great lessons of morality and humanity! There are opportunities daily presented in the school-room to correct the false estimate which we are so liable to form of self, to induce benevolent consideration of the feelings of others, to inculcate justice, truthfulness, and true politeness.

There are multitudes of children in our public schools, who are orphaned of home or friends, or worse than orphaned; who never hear, at the only place called home, the sweet encouragements of sympathy and love, or listen to the manly counsels of an intelligent parent. Who shall sow the seeds of virtue and knowledge in this virgin soil, and lead these little weary feet over the pitfalls everywhere spread out to entrap the unwary, if we are unfaithful, my fellow-laborers?

When the teacher shall be an example of self-control, watching the first uprisings of anger or resentment, keeping back the impatient or fretful word, and in all things showing himself governed; when, in cases of discipline, he can practically say, not "I will beat you *because* I am angry," but with the philosopher, "I would beat you were I not angry"; when he shall teach that the great end of education is to make one *master* of himself, and prove his instructions by his life, not neutralize them by his example; when he shall wear an air of graceful, unaffected ease, and have regard to the most delicate proprieties; when he shall be an example of untiring devotion to duty, not driving with a spasmodic effort toward his aim, but steadily pursuing it in the consciousness that "a watchful Eye, a saving Hand is ever nigh";—then shall unknown capabilities be evolved from our system of instruction, and our children fitted to act well their part in the great drama of life.

THE ENJOYMENT OF OCCUPATION.—The mind requires some object on which its powers must be exercised, and without which it preys upon itself and becomes miserable. A person accustomed to a life of activity longs for ease and retirement; and when he has accomplished this purpose, finds himself wretched. The pleasure of relaxation is known to those only who have regular and interesting occupation. Continued relaxation soon becomes a weariness; and, on this ground, we may safely assert that the greatest degree of real enjoyment belongs not to the luxurious man of wealth, or the listless votary of fashion; but to the middle classes of society, who, along with the comforts of life, have constant and important occupation.

Resident Editors' Table.

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| GEORGE ALLEN, Jr., Boston. | } RESIDENT EDITORS. | { ELBRIDGE SMITH, Cambridge. |
| C. J. CAPEN, Dedham. | | |

Rev. J. P. Cowles, of Ipswich, would have edited this number of the "Teacher," but he has for some time past been troubled with dimness of sight, and has at last been obliged to undergo the operation of couching; which, we trust, will soon restore him to his sphere of usefulness as a teacher and as a wise counsellor in educational affairs.

Mr. C.'s place as editor, is supplied by Mr. Wm. L. Gage, who is now in Europe, pursuing his studies, and informing himself in regard to foreign educational affairs. We may expect a series of interesting letters from Mr. G. whilst he is abroad.

Communications from practical teachers, and from others who have thoughts on education to communicate, will be highly acceptable to the Local Editors, as their duties are oftentimes quite onerous, and a supply of articles from those competent to instruct in this way,—and there are many such,—would afford material aid, and make the "Teacher" more useful, more interesting, and more popular.

Have none of the pupils in our High Schools succeeded in performing the mathematical questions in the April number? Then we must appeal to other States.

Mathematical questions and solutions are solicited.

C. J. C.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

THE seventh semi-annual meeting of the Hampden County Teachers' Association convened at the Chapel of the Congregational Society, in West Longmeadow, at two o'clock, P. M., on Friday, April 6.

The Association was called to order by the President, Charles Barrows, of Springfield, and opened with prayer by the Rev. Wm. Boies, of Longmeadow.

After the disposition of preliminary business, Prof. O. Marcy, of Wilbraham, was introduced to the audience, who proceeded to deliver an address upon "The influence of teaching upon the Teacher."

Topics suggested by the lecture were freely discussed. The debate was opened by Mr. Holland, of Monson, and partici-

pated in by Messrs. Parish, of Springfield, Goldthwait, of Longmeadow, Wells, of Westfield, and Prof. C. Davies, of New York.

An essay, written by Miss L. L. Brooks, was read by Mr. Wells.

Adjourned till half past seven o'clock, P. M.

The Association met pursuant to adjournment, and after the reading of an essay, written by Miss P. A. Holder, of Westfield, a lecture was delivered by Prof. Charles Davies, of New York, upon "The Relative duties of Parents, Teachers, and Pupils."

Discussion, opened by Mr. Parish, of Springfield, and participated in by others, followed the lecture, until it was voted to adjourn to eight o'clock Saturday morning.

Met according to adjournment, when an essay on "Punctuality," by Miss M. L. Baker, of Westfield, was listened to by those teachers who were *punctual*.

A lecture was then delivered by Mr. William M. Ross, of Springfield, upon the "Elements of Success in Teaching."

Immediately after the lecture, the miscellaneous business of the Association was disposed of, as it was necessary to adjourn at an early hour to reach home by the cars.

After the customary votes of thanks to the lecturers for their instructive and interesting addresses; to the people of Longmeadow for their cordial welcome and bountiful hospitality; to the proprietors of the Congregational Society for the use of their Church and Vestry; to the directors of the W. R. R. for their liberality in furnishing free return tickets; and to the ladies who had presented Essays on the present occasion; it was voted to adjourn, to meet on the 20th and 21st of October, at such place as the Board of Officers may determine.

E. F. FOSTER, *Secretary*.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE fifteenth semi-annual meeting of this Association will be held at Wrentham Centre, on Monday and Tuesday, the 4th and 5th days of June.

The meeting will be organized on the 4th, at two o'clock, P. M. The exercises will be as follows:

ON MONDAY, AT QUARTER PAST TWO, P. M.

DISCUSSION. Subject—"Defects in Reading, and their Remedies."

At three and a half o'clock, an address by Rev. Thomas Hill, of Waltham.

After the address, a discussion. Subject—"The proper Succession of School Studies."

At eight o'clock, an address by Joshua Bates, Esq., Principal of the Brimmer School, Boston.

ON TUESDAY, AT NINE O'CLOCK, A. M.

A DISCUSSION. Subject.—“The Management of Primary Schools.”

At ten o'clock, an address by Prof. B. F. Tweed, of Tufts College, Somerville.

The annual election of officers will take place at this meeting.

As this is the first meeting of the Association which has ever been appointed in the western part of the County, and as all the arrangements for the occasion are of the most promising character, it is hoped that every town in the county will be fully represented.

Members of School Committees, and other friends of education, are invited to be present and participate in the exercises of the occasion.

To the ladies attending the meeting, the citizens of Wrentham tender their kindest hospitalities.

Persons who go to the meeting by way of the Boston & N. Y. Central Road, will leave the cars at North Wrentham, where ample means of conveyance to Wrentham Centre will be found. Through tickets to Wrentham Centre can be obtained in Boston.

The trains on the B. & N. Y. C. R. R. leave Boston at 10.30 A. M., 3 and 5.15 P. M.; leave Blackstone at 8.15 A. M., and 5.15 P. M.

N. B.—All persons who design to go to the meeting via the Central Road, are particularly requested to inform the President of the Association of their intention, without delay; in order that it may be known for how many to provide means of conveyance from North Wrentham to Wrentham Centre.

May, 1855.

D. B. HAGAR, *President N. C. T. A.*

CARLOS SLAFTER, *Secretary.*

THE HISTORY OF SWITZERLAND FOR THE SWISS PEOPLE. *By Heinrich Zschokke, with a continuation to the year 1848. By Emil Zschokke. Translated by Francis George Shaw. New York: C. S. Francis & Co., 252 Broadway.*

In a neat volume of about 400 pages, with a good map and index, the student has now the means of obtaining what information he needs of the history of Switzerland. The translator has, we presume, imparted to his work the peculiar style of the original, so far as the genius of the two languages will permit. In a previous part of this number of the “Teacher,” we have given our readers the story of Tell as found in Zschokke’s history. The account of Orgetorix and Divico will be especially interesting to those who have read Cæsar’s Commentaries.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 7.]

BY THE RESIDENT EDITORS.

[July, 1855.]

PUBLIC SCHOOLS.

[From the London Christian Observer.]

HAVING touched on some of the characteristics of popular education in England, we now wish to advert to the education of the upper classes; not meaning by these merely the aristocracy, but the classes above the laborer, yeoman, and tradesman. In England there are no walls of exclusion, or sharp lines of division; one class melts into the other, and all are mixed in interest, in business, and in school. The son of the attorney frequents the same school as the son of the peer. On the cricket-ground of Eton, in the boat-races of the Isis, there sits, on the same bench or meadow, the stripling of a country solicitor and the heir of the Percys and Howards.

The fact is, and it is worth noting, that men of all ranks seek for their lads the associations of our public schools, and the habits and studies of these effect by their example the plans and pursuits of more private seminaries. It is, then, the course of our "Public" education which we must notice, if we desire to appreciate the salient features of English instruction.

This differs in many particulars from the Continental. The system of Germany and Belgium is this. After elementary education, the boy repairs to a public school,* where he spends, according to the profession for which he is destined, from four to eight years, and where he is taught languages ancient and modern, history, natural sciences, mathematics and logic. Theology, as a system of devotion, is taught at home:—as a science or history, in the College. After a course of study

* In Germany these are known by the names of *Bürgerschule* for the inferiors, *Gymnasien* for the superiors. In Belgium, *Écoles Moyennes*, and Colleges or *Athénées*. In Italy, *Collegii*.

carried out by daily attendance on Professors, but residing with his family or friends, he passes into business, or, if destined for a learned profession, into the University.

This plan resembles the Grammar schools of our old foundations, and the "High schools" now existing in Scotland. There is no doubt that during the eight years of various studies, in which the boy of eight grows into the lad of sixteen, much that is useful is learned. Instruments of knowledge are gained, valuable tastes are acquired, some tincture also of classical knowledge, the love of science, and habits of inductive thought. The rude rabble, who clatter up the stone stairs, and throw themselves headlong into noisy class-rooms, acquire acuteness, promptitude, and power. From such training come forth the accomplished writers of Paris, Brussels, and Turin; the laborious students of Jena and Dusseldorf; and the learned men of Halle and Berlin. It would ill become us to undervalue acquirements which every scholar learns to respect, or to depreciate a course of study which often offers us the fruits of much eminent learning. Still it may be permitted us to notice the characteristic features which distinguish our English plan of education from this, and, after fairly stating them, to point out the merits of each.

The life of the English public school widely differs from that of the College of Belgium, or of the Gymnasium of Germany; and its effects on the character and sentiments of youth are distinct. In the one, the boy grows up in the habits of his family; repairs daily for certain hours to a place where he learns a task under the eye of a teacher. The inspection of the teacher is powerful for restraint, and makes itself felt in discipline. The boy learns to estimate his power and to bend to his authority. But when the restraint is removed by the finishing of the task, the boy escapes; and the young democracy, released from subjection, give themselves up to the wild thoughts and unrestrained feelings of that joyous and ardent age.

No doubt, amongst Professors chosen by Government, and imposed as authorities, there are some to be found who, by uncommon qualities and strong powers of sympathy, lay hold of their pupils, and throw over their hearts the spell of an influence which remains when the lecture is passed. But these are rare exceptions. The Professor has his place and his pay. He gives his time and his task. Whatever enthusiasm or *éclat* he can communicate to his lessons, brings him fame, popularity in the class, a name in the town. These are added to his salary; and he often works in order to acquire them. But his pupils are, even in this case, his audience, not his disciples. They are the circle to whom he appeals, not the

family for whom he lives. The relations between him and his class are distant; the intercourse is cold; the association transient; the voice descends from the chair of authority; and the flashes of genius, even if they kindle emotions, are as the mere flickerings of light which redden the sky, gleam across it, and disappear. The power that touches the heart, and influences the habits, is wanting. The incidents of life and its connections are not to be found. The petty casualties, the cares and associations, the morning greeting, the midday gathering, the evening walk, the social hour, the anxieties and sorrows which draw men together, reveal the character of the man, and open the feelings of the boy,—all these are wanting. Men and boys meet, not as in life, with its lights and shadows, but on a stage where all are actors, and in the pomp and glare and parade of a theatre. This does for the intellect. In this the intellectual powers may thrive: but it is not efficient for character, which is otherwise formed. In foreign schools, therefore, the character is little influenced by the college course. It is not the growth of the class-room, or, if formed there, it is not by the Professor, but by the class-fellows. It will be observed, that in Germany, Belgium, or Italy, and we may add in Scotland, the character of the lads is their own; they grow up an independent commonwealth,—a bold, defiant corporation,—with rights, traditions and laws peculiar to themselves, and opinions in singular contrast to those of the society which surrounds them. The burschen of Baden or Heidelberg, Halle or Dusseldorf, the lads of Paris, Turin, or Parma, live under a despotism, with the republican notions of Greece and Rome. They dream of republics; they elect consuls and tribunes; they frame constitutions of universal suffrage; and neither the dread of government, nor the fear of the police, nor the espionage of priest or professor, has any power to check the aspirations which delight and delude their boyhood. Hence, in all the revolutions of the Continent, the lads of the colleges or universities have been foremost in the movements. In the revolutions of Paris and Vienna, in the short-lived ebullitions of Lombardy and Parma, they were conspicuous. So far from the teachers forming their minds, they often control the opinions of their teachers; and, from their fairy land of enthusiasm throw a spell over the thoughts of their professors, and win them from their servile dependence on authority, to dreams and visions of freedom.

This explains to us why, through the most abject countries of the Continent, universities and colleges are the seats of liberal opinion: why, in Germany, the professors are infected with liberalism; and why ardent men, unable to find scope for thought in their pursuits of life, seek it in the chairs of

colleges, from which they can at least expatiate to a delighted audience on republican independence and Grecian liberty.

We record this fact, not so much to condemn it, as to note it. It is a significant sign, that in schools abroad, youth is trained, not in the thoughts of teachers, but in its own. This, indeed, is useful for liberty, but too often fatal to conduct. It loosens the yoke of despotism, but also the restraints of morals: for the sentiment which makes boyhood defiant of authority, makes it impatient of moral rule; and while lads denounce government as a nuisance, they are likely to regard morality as a fable, and religion as a fraud. Duels, carols, feasts, revelry, license, hardy defiance—these are symptoms as general as the spirit of freedom; and though we regard the last with sympathy, we see the former with sorrow: for these pliant minds are thus deprived of healthy discipline, are torn from their anchorage, and are set adrift in the storms of passion and misrule. In the after-lives of the men we trace the irregularities of the boy; and in the open profligacy or infidelity of the poet and patriot, we detect the lessons and the license of their misguided and undirected years.

It is not our wish, however, to dwell on the causes of these evils abroad; and we refer to them only for our present purpose. No doubt Romanism adds to them; but they are to be found in Protestant colleges as well as in Romish, in Prussia as well as in Italy. They are to be seen under various governments, in Switzerland or Belgium as well as in Lombardy and in France. There must be, then, a special cause which produces results everywhere the same.

We shall discover this more easily, if we look into the English system of public education. We are not here speaking of the subjects taught in school. At these we may glance hereafter. We deal now with the plan on which youth is taught, whatever be the subjects. These may be fewer than abroad, or less happily chosen. All the worse for us. But the point now under review is by whom, and under what system, the boy is taught, and how he lives while he learns. The foreign plan of teaching is by a professor, a lecture-room, and a task. The English plan is by an association, of which masters and pupils form parts, into which they are incorporated. The one plan leaves lads in their homes with their habits, and draughts them daily for certain hours to a drill. The other plan severs them from their homes, unites them in a new family, and infuses into them the life of the family into which they are incorporated. The natural home, its interests and attractions, are for a time cut off; and the boy finds himself transplanted into a new world. For an evening, he may recall the home which he has left; but, in a day or two, he is one of the new family, and

shares its interests and feelings. He may determine against this incorporation, and reject it: but it is too strong for him. Almost as surely as the clay, cast into a mould, takes the shape of the cast, and hardens into its form, so surely is the character of a youth recast by the sphere into which he is dropped. No doubt the most powerful influence in this sphere is the sympathy of his equals; and the agency of greatest power is the example of associates. But the opinions which he finds in this society, are not the isolated opinions of boys, and do not arise out of the untamed inexperienced of youth; they are fashioned and moulded by the thoughts of other and older minds. For, in the English school, the boy is not examined by his teacher as from a telescope, nor does he hear his voice in the speaking-trumpet of a professor; but the boys mark their teachers in the thoroughfare of their lives, observe their deportment, perceive their character; and the frankness and gentleness of the man starts up on the household hearth to attract the regards, and even the sympathies of the boy. There is a living character close before him; and to this, unconsciously, by the power of habit, he is drawn and riveted. He sees qualities which he likes; gentleness and patience which he admires; a kindly temper by which he is gladdened; a meek temper by which he is won: and the more he admires the talent and the mental superiority of his teacher, the more is he attracted by qualities which set off and shade the blaze of intellectual power. The more generous the boy's mind, the more quick is his sympathy, and the more is he moved. The master's example, therefore, tells most on the most forward and eager minds; and, as these are always the leading minds of the school, the example acts through the chief boys on its general character.

This we regard as the characteristic of our English system of public education. It is not the subjects taught, but the plan of teaching them, which is to be noted. It is not the amount of knowledge given, but the kind of character obtained. The former may have its short-comings: but we call attention to the latter. The results of this are great. Many a youth, born to wealth, would have given his life to folly but for this training. It was the public school which first touched his sympathies. What he saw there, first roused the desire for excellence. There he learned, by the example of his teacher, to think of the real aims of life; and, by the appreciation of a good man's character, to seek the improvement of his own. Here he learned that there are higher tastes than those of diversion, and higher aims than excitement. Here he gained the habit of self-restraint, and that fixedness of purpose, and perseverance of effort, which have inspired his life; and here

he began that train of thought which has made him what he is, and fitted him for his work. The public school was the turning point of his life. The conduct of his teacher first moved him to truth and to virtue.

But in fixing upon this as the characteristic of our public education, we give it high praise. The school which forms the character, makes the man. It is not books or lessons which make him, nor rules or lectures. These may be good, but they are dead. We want the living voice, the eye, the present mind. These move us, win us, guide us. These form and refine the heart. These alone can control and set straight its affections, and raise them from grovelling in the dust or clinging to low and base objects, to the true ends of thought and desire. The school that effects this gains its purpose.

And this remark is applicable to all schools, whether they comprise the children of the rich or of the poor.

We have already said that, in the case of the poor, the time spent at school is too short for the acquisition of much knowledge. All that can be done for them is to impart to them the taste for knowledge, and to open their faculties. The same remark applies to the children of the rich, though their time in school is prolonged. It is vain to suppose that we can make boys, while in school, profound scholars, or men of high science. If they do not continue their studies after school, if they drop them when they plunge into a profession, their learning and science will be small. All that we can give them is the taste, the desire, the disposition, the taste for mental cultivation, the desire for knowledge, and the habits of promptitude, reflection, and discernment. This is the real result of our schools. These are not stalls for fattening steers, but grounds for training studs. We do not profess to cram boys like bullocks. We train them like the race-horse, and give them nerve, and by the race on the course, breath, sinew, and strength. It is no measure of the success of English Education, nor any test of its value, to say that a boy may learn more at Halle than at Harrow, and more in Paris than at Eton. This is possible, but it is not the point. No doubt he will get many things abroad which he cannot at home—the use of foreign languages, familiarity with certain branches, a smattering of subjects lectured upon in their colleges. We do not affirm that these are useless—all knowledge is useful; but the point is, which is most serviceable to train and nerve the mind for the work of life? Arrest the students of the Colleges of Berlin or Paris, catch the striplings as they are leaving Eton and Harrow, subject both to the same test; ask which works the hardest when they enter their several professions; which masters most labor and rises highest; which is the most effective, virtuous, and

wise? In that test try both systems. The test is fair; and English schools need not shrink. They have their faults; we shall touch on them hereafter; but they are faults collateral and incidental, not inherent in the system. Their force is their own; and it stamps upon the facile material enduring and visible traces. It forms the character of English youth, and sends him forth to the wear and struggles of life, more robust, more highly tempered, more able to meet them. This is their work, and for this work we award them the prize.

We revert to the peculiarities which give them this power. The first we have spoken of is the incorporation of master and of pupil in the same great family. This is essential. It establishes a family character, and imbues the younger members of the family with the sentiment and tastes of the elder. There is another peculiarity arising out of the profession of the elder members of this scholastic family. They are generally clergymen of the Church of England. We will not dilate on the qualities which the position and training of the Anglican clergy evidence. These are apparent, if we compare them either with the Romish priest or with Dissenting ministers. That they are appreciated is evident from the care with which the clergy are sought for this work of tuition by parents, whatever be their opinions, and the feeling of confidence which is thus given. Romish priests, however, and especially those of the Jesuit order, bring to the work of teaching great practice and rare qualifications. But if any would learn the feelings of intelligent Romanists regarding them, he may do so in the works at the head of our article. He will there see the aversion or contempt with which men of letters and Roman Catholic youth regard the priests. The defects of Dissenting ministers need not be explained. They are due partly to their birth, still more to their education. Whatever, therefore, are the advantages to be derived from men who are not celibates but married, not rude but lettered, of large intercourse with society, wide information and polished manners, these advantages are, in different proportions of course, enjoyed by our public schools.

These various advantages cannot, in our opinion, be too highly estimated. And in this respect, therefore, English schools must be regarded as vastly superior to Continental. But the difference does not stop there. It is not only that the profession and position of the Teacher are superior. There is another distinction: our ideas of *religious instruction* differ from the Continental. We do not mean merely that we differ as Protestants from Romanists—for we differ quite as widely from the foreign Protestant. The Continental notion of religious teaching is, that theology is a subject to be taught as one of the branches of their educational curriculum. There-

fore they provide Theological *lecturers* on Church history, religious dogmas, and Ecclesiastical order. A Protestant pastor is selected for the Protestant, and a Romish priest for the Romanist—for the Lutherans, a Lutheran; a Calvinist for the Reformed. We do not say that such a scheme is without its defence. In one aspect it is defensible. Theology is no doubt a matter to be taught—sparingly indeed to children, summarily to boys, more accurately to youth. It is a branch of knowledge with which manhood should be made familiar. But then this is teaching “Theology”—the knowledge of an important science, not the rule of individual life. But the religion of the life is the real thing to be taught. The one course of teaching tends to make us *unlearned*—the other devout. The one fills our heads with knowledge—the other is calculated, under God, to awaken pious affections. The foreign teacher does not profess, and assuredly he does not prove, that his teaching of theology has much tendency to promote piety. Whatever his lecture may do to instruct, it has little power to guide. His pupils may learn dogmas, but are not moved to practice. They may know the articles of their creed, but are not likely to be influenced in their own character. If their character gains impulse or influence, it is by accident; it arises from incidental qualities, the earnestness and meekness of the teacher, not from the lessons of the chair.

Surely this is a great defect. For, as we have said, education in school is not meant for cramming, but for character. In point of fact, the foreign notion of religious teaching seems to us a misunderstanding. Religion is treated of as a matter, whereas it is a principle—as a subject, whereas it is a power.

Our English system of education is pervaded by an opposite idea. Here theology is not confounded with religion. Not only are its standards recognized, but its power is appreciated. The articles of its creed are catalogued; but its practical influence is cherished. Among the subjects which occupy the head, it is felt that there is but one power which can touch or sway the heart.

Whatever, therefore, be the practice of the school, its theory is always the same. It professes to communicate to youth sound principles of action, and to subdue, through the influence of religion, the wayward passions and stubborn will. And it is felt that this can be done only in one way; not by rule or precept, but by sympathy and example—not by the master’s authority, but by the master’s influence—by his gaining the understanding and interesting the affections of his pupils. Knowledge and learning are the pedestal on which he stands; but gentleness and goodness are the weapons by which he acts. He must practise the virtues which he preaches. His charac-

ter is the commentary on his lesson, and his life the book of reference. Therefore is it that English schools depend to such an extent on their masters. Their strength is not in their rules or lectures, but in the men who administer them. On the qualifications of these the school depends, and with their character it rises or falls. It is popular when its masters are good; discredited when they are unsuitable. The books may remain the same, the hours of study as long, the range of instruction as wide; but the school will rise to eminence at one period, and sink to obscurity at another. This is frankly admitted. The rules and observances are secondary; the men are all-important. The sources of strength, the effects of the teaching, are there—in the living voice, the speaking, acting man. This is one great truth to be impressed on those who contrast the systems of Continental and English education. They mistake the matter when they produce a catalogue of our books, and inquire into the curriculum of our studies. They may, when they see the paucity of these, infer the superiority of foreign gymnasia. But they are deceived. The test is not there, and they will see their mistake when they look at the energy and abilities of Englishmen, and reflect that their habits were for the most part acquired in our schools.

Visit Eton, go to the hill of Harrow, traverse the meadows of Rugby,—wander by a stream which has for centuries seen generations sporting on its banks, climb that beautiful hill, or stroll along that muddy rivulet of Warwickshire stirred by its eager swimmers and “bearing burden” to their merry voice. What power controls these joyous tribes, so restless, wilful, and turbulent? What curbs their passions, and checks their waywardness, and throws over that young democracy the restraints of a temperate order? Is it terror, durance, expulsion, or the lash? All these, hundreds escape, and the more daring defy. What gives the boys a regard for honor, a respect for authority, a value for truth and courtesy, a contempt for what is sordid and mean—a sentiment, general, even when not dominant, of the worth of wisdom and virtue? What makes rebellion unfashionable and odious? what subdues insurgency, and holds back the bold defiance of that presumptuous age? Is it law, inspection, authority? Is it the method of the Romish seminary, which sets each lad to watch his neighbor, and appoints the master as jailer of all? With us you find rules kept which might easily be broken, vices shunned for which there are opportunities, opinions repressed which might be proclaimed. Youth is free, but not licentious. Its pursuits are joyous, but not disorderly; its leisure is playful, but not vicious. No master pries into the playground—no policeman dodges the walks—no spy creeps to the door to observe and

betray their confidence. Yet there is something which, to a great extent, guides them, holds them back, impels and curbs them. Ask what it is. It is the public opinion of the school, its moral tone. What does this mean? whence does it come? why find it in England, while we look for it in vain abroad?

None has explained this better than he whose life exemplified it; who has left, as a teacher and master, an indelible impression on his school and on his age. Dr. Arnold knew that his own public school, resembling in this all English public schools, was characterized by the fact—that the boys “are left for a large portion of their time to form an independent society of their own, in which the influence that they exercise over each other, is far greater than can possibly be exercised by the masters.” (Life of Arnold, i. p. 112.) He knew that this often led to evil, and that character neutral and indecisive was destroyed by it. (p. 114.) But he felt that this was incidental to all contact with the world, and to the first step of a boy’s entrance into life. With him the question was, whether a boy should meet these trials enervated by the hothouse life of a home, or braced by the stirring atmosphere of a public school and strengthened to resist contagion by endurance and exertion. The risks were obvious, but they were unavoidable. The blasts were strong; the only plan was to invigorate the frame, to endeavor to introduce a tonic principle of conduct which should influence and strengthen. To effect this, he held to be the special province of the master. “The business of a school-master,” he used to say, “no less than that of a parish minister, is the cure of souls.” His object was to instil into his boys, the practical principles of religion. Whatever thought and motives a Christian may need to direct his own actions, these, accommodated of course to their age, he held should be given to boyhood. Whatever elevating hopes or restraining fears the Christian employs to arouse or chasten his own character, the teacher should introduce to guide the conduct of his pupils. Nor should any precept or principle, any impulse or power which nature needs and Christianity offers, be wanting to control the movements of that eager season which fixes, by its incidents and habits, the destiny of a life. Above all things, the great end and object of life should be pressed upon boys, for these would influence their conduct at school. The boy would thus be made to feel, that, along with the sports and labors of boyhood, he has the obligations of a man, and the sense of these would at once enlarge his conceptions and govern his actions. In this view the work of a teacher is wholly distinct from that of a lecturer. The conception of the duties is different. The one reads his lecture, and feels that his task is completed; the other must always be at work, and his thoughts

must be with the boys, even when he himself is elsewhere. As far as he can, he will mingle with them, and take a part even in their sports. "Have your pupils," says Dr. Arnold, "a good deal with you, and be as familiar with them as you possibly can. I did this continually more and more before I left Laleham, going to bathe with them, leaping, and all other gymnastic exercises within my capacity, and sometimes sailing or rowing with them." (Arnold's Life, i. p. 38.)

"The wonderful power of making all his pupils respect themselves, and of awakening in them a consciousness of the duties that God had assigned to them personally, and of the consequent reward each should have of his labors, was one of Arnold's most characteristic features as a trainer of youth. . . . His hold over all his pupils I knew, perfectly astonished me. It was not so much an enthusiastic admiration for his genius, or learning, or eloquence, which stirred within them; it was a sympathetic thrill, caught from a spirit that was earnestly at work in the world, whose work was healthy, sustained, and constantly carried forward in the fear of God; a work that was founded on a deep sense of its duty and its value, and was coupled with such a true humility, such an unaffected simplicity, that others could not help being invigorated by the same feeling, and with the belief that they too, in their measure, could go and do likewise. (Arnold, Vol. i. p. 43.)

In this case the character of the teacher visibly influenced the pupils. But it does so in most cases; for wherever the master's character is vigorous and attractive, his position, his prominence, and his lessons, give him an ascendancy over some of the minds which approach him. Receiving an impression unconsciously, they convey it to others; and thus, though the master touches but a few minds, he influences many; he moves those who are most ardent, and they influence their school-fellows. The school, in fact, is an endless chain, of which the master mind is in contact with the nearer links; and, through these, the force of his thoughts passes to the extremity of the school. Whatever, therefore, be the tone of his mind, becomes (though modified, of course, by difference of years) the tone of the school; and though the thoughts are affected by the boyish medium through which they pass, they hold in solution as it were, a portion of the integrity and vigor of the mind which originates them. Thus we explain the difference between the habits of boys in an English and a Foreign school. In the latter they are unaffected by their teacher's mind, or are ill affected to it. In our schools, the earnestness and qualities of the teacher are almost sure to command the respect of his scholars. And they are insensibly drawn to follow what he respects, and to avoid the practices which he condemns. This is the real theory of English schools; and whatever be the

individual exceptions, the influence of the teachers and of the system tends to this result—

“Mens agitat molem, totoque se corpore miscet.”

We ought to add, that, in deciding the efforts and character of the pupils, the *discipline* of the school is of greater importance than its lessons. There are two plans of discipline. One, used in France, and in many foreign colleges, which is mainly mechanical, and enforces an outward order, but is indifferent to the motives and principles of action. The result is often to produce much mischief in the morals of the boys. They are left to a power which tends strongly to vice. Nor are the military schools of England, which partake of this character, free from the reproach. We have heard of passages in them which have struck alarm into parents; scenes of cruelty, which left the younger a prey to the elder tyrants, and stained with impurity the annals of the school.

But there is another system, the precise reverse of this, which aims at something of a superfine purity. Here the boy is under a constant inspection. No letter which he writes or receives escapes; no word or gesture which falls from him but is observed. The master ransacks his stores and correspondence. The playmate, an accomplice, repeats his words. No one walks alone—no one can speak, or scarcely even think, unobserved. Everywhere a wakeful eye observes him, a jealous ear listens to him. This system prevails in every seminary for the education of Romish priests. It is the boast and handiwork of Jesuit ingenuity. And it is far from successful. It is favorable neither to morals nor character. Thought is free, passion is intense, desire is deep; the smouldering fire lives and burns under the covering of ashes. It gathers force, and waits for its day of indulgence. The vices of the priesthood are notorious abroad; they are not unsuspected at home. Matured, we admit, they are by the fearful opportunities of the convent and confessional, but they have their origin in a system of education which makes the boy a captive and a slave in school, and which engenders in him the depravity and the vices that slavery instils. Now from these noxious evils our English school system is free. It has its defects, but its discipline is not open to either of these serious charges. It does not treat the boys as demons; it does not abandon them as though they were angels—it appeals to their aspirations for good—it makes provision against their tendencies to evil—it does not attempt, what no master could perform, to watch with Argus eye the movements of a hundred boys—it does not pry into their retirement, nor waylay their hours of freedom, nor watch at their doors—it is content to point out to them what is to be ob-

served and what to be shunned—it holds up some practices to reprobation, it visits others with punishment. Some things it brands as odious,—offences not to be forgiven ; some are failings, and are followed by notice and censure. But for general conduct, and the tone which makes the morals of a school, it employs sympathy and opinion. It endeavors to inculcate a right spirit, and to impart it. It rules by leading. Some boys it singles out, and attracting them into the closer circle of the teacher, inspires them with better tastes. It dismisses them pleased with confidence, flattered by precedency, and restrained by responsibility, to guide their companions.

The system of Dr. Arnold has been the subject of frequent comment. The use which he made of the elder boys has been noticed by some with praise, by others with doubt, by many with disapproval. Into the special duties committed, on his plan, to the boys of the sixth form, it is not our wish to enter ; because we would not incumber a general sketch with details. Whether the elder boys shall punish or report ; whether they shall flog or send the truant to the master, are questions of some importance in themselves, but do not now come within our scope. That the elder boys must have power if they have authority—that they must have a discretion with a trust—that they will have the means of abusing power, if they have the opportunity to exercise it, is clear. How the master will prevent the abuse, and under what restraints he will lay the power, are matters of importance to the practical working, but not to the theory of the school. The difficulty lies here : that the teacher, unable to follow his pupils, must find some means by which to enforce his authority. He delegates a part to others in order that it may thoroughly pervade the school ; and his object is promoted if his boys can be made instrumental to aid it. This principle is peculiar to England, because we care especially for the morality of the school. We—and how is it possible to dispute the point?—admit frankly that a few masters cannot overlook six hundred boys ; that to cage them in rooms, or to immure them in yards, is neither possible nor right ; and that the master, single, human, and fallible, cannot bring eye and ear and mind into contact with a multitude. He resorts therefore, to the aid of the older boys, and uses them to enforce and confirm the discipline he proclaims. This was no discovery of Dr. Arnold ; it was acted upon before. All that Dr. Arnold did was to systematize it and extend it—to bring into more perfect order, and to set forth in more precise language, what others had loosely aimed at. It is the fact, we believe, that in all our public schools, the influence of the pupil transcends that of the teacher ; and boys learn, because they are boys, more from their playmates than from their masters.

Practical wisdom is shown in thus using this power of sympathy and fellowship, giving position to the wiser boys, and making them lend a willing co-operation to the general discipline of the school.

Who does not remember how, in days of youth gone by, and the memory of which and of life's spring-time is yet dear to us, we looked up to the captain and leader of the school, watched his efforts, and shared in his success; and when any honor was conferred upon him, felt that the tribute was deserved, and admired rather than envied him? And it was thus the master's mind unconsciously diffused itself among us; and lessons and thoughts, which, issuing from authority, we should have dreaded, made willing scholars of us when coming from the lips of one like ourselves. As we gathered around the teacher, a listening and wondering group, there spread over our little commonwealth a generous taste for improvement and a thirst for knowledge. Thus were we lured from indolence or mischief to better pursuits, and where precept and lecture were powerless, example and sympathy prevailed. So true is it, as a principle of our nature, tested by the experience of life, that he alone forms the habits of his pupils who knows how to act on them through their companions, and that the most effective instrument of school discipline is the use of the minds of the more advanced boys.

It will thus appear, we think, what are the duties of a teacher, and wherein lies the peculiar efficacy of our English "Public School." It does not lie in its branches of study—of that hereafter,—nor in its curriculum of subjects, for in that it is surpassed by foreign gymnasia,—nor in a severity of discipline like that of Maynooth or St. Omer,—nor in its range of study, for in this it may appear confined: but its efficacy lies in this—as the quality of the commodity produced sufficiently proves—that it has the mechanism of a well constructed moral machinery. If you say that our public schools are defective in their system and powerless for good, we take you to our parliament, our bar, the church, the army, the solicitor's desk, and the banker's parlor. We ask you, "How is it that the most eminent men in these professions have come from the training of these public schools?" Not by accident. None would accept this explanation. Not in spite of the machinery. No manufacturer will receive this idea. Do we pronounce this result inexplicable? Here is the explanation. It is not rules, words, and books that mould the boy. Hearts are not fashioned by stripes and codes. They are moulded by the sympathies of others. By these the faculties of the mind are roused; by these the affections are kindled. That system succeeds which brings the mind of a good teacher to bear on his pupils, and

moves by sympathy with the superior boys the inert mass of boyhood. And this is the aim of the English public school, its every-day work.

We observe, further, that the *numbers* collected in our public schools, however dreaded by parents, are, as we believe, one great cause of their discipline and good results. We cannot hope for like effects in a small private school. They are often defeated by the bad example of a single boy, and, in the ordinary calculation of chances, the number of superior boys will be small. It is only by multiplying numbers that we increase the probability of their being found. When the number is great, and the reputation of a public school high, some boys of promise will certainly have a place in it. So that a large public school, in good repute, will at all times have some eminent boys. Its discipline is therefore possible, and its success may be counted on. It is the fault of the individual master if he does not use the powers he finds. But in private schools discipline is difficult, because sympathy is weak; and, as the number is limited, eminence is rare. Wherever discipline can be secured and energy aroused, we may calculate on great results. And such results, we believe, will be chiefly found in "Public Schools."

SCHOOL HOUSES.

[From Mr. Philbrick's first report to the Legislature of Connecticut.]

ALTHOUGH many school-houses have been rebuilt or repaired within a few years, the larger portion are still unsuitable for the purposes of education. They are too small, badly seated, badly located, without the means of ventilation, destitute of play-ground and out-buildings. But instead of dwelling upon these defects and deformities, and the multitude of evils attending them, I would present to the mind's eye the outline, and general features of what appears to me to be the *beau ideal* of a perfect school-house, being convinced that inattention to this matter oftener proceeds from the lack of a proper knowledge of what constitutes a good school building, and the advantages which result from it, than from an unwillingness to contribute the means to provide such edifices.

Its admirable situation is what first arrests our attention, and disposes us to linger and enjoy the scene. In conformity with the principles founded upon the laws of health and the dictates of taste, it is placed upon firm ground, on the southern declivity of a gently sloping hill, open to the south-west, from which quarter come the pleasant winds in summer, and protected, on the north-east, by a thick wood. From the road it is remote

enough to escape the noise and dust and danger, and yet near enough to be easily accessible by a smooth, dry gravel walk.

About it is ample space, a part of which is opened for play-ground, and a part is laid out in plots for flowers and shrubs, with winding alleys for walks. These grounds, it will be observed, are partially shaded by tall trees, not in stiff rows, nor in heavy clumps, but scattered in graceful irregularity as if by the hand of nature. In the liberal play-ground, containing scarcely less than an acre, room has been found for a "specimen of the kingly, magnificent oak, the stately hickory, the wide-spreading beech, with its deep mass of shade, the symmetrical maple, with its rich and abundant foliage, the majestic elm, the useful ash, and the soft and graceful birch." In one corner is a cluster of the picturesque locusts, with their hanging, fragrant flowers; and the principle eminence is crowned with the hemlock and laurel, the most beautiful of evergreens. The flower-garden which lies between the building and the road, throws a charm around the spot, gives it an air of elegance and taste. Here, in this school of nature, where God himself teaches through his exquisite handiwork, the children, in hours of relaxation, may be seen among the roses, the viburnums, the honeysuckles, the sweet-briars, and many garden flowers, which fill the air with fragrance, unconsciously imbibing the love of the beautiful, and learning to find their pleasures and amusements in what is pure and lovely.

The building itself which occupies this well-chosen spot, is very different from most of the school-houses as they were but a few years since. From the size of some which we have seen, we might imagine that they were built for the purpose of packing the children in like pickled herring, instead of affording space for moving and breathing; while others, having been, by the joint action of time and the vandal hands of the boys, clothed in dilapidation and ruin, present in their repulsive aspect, the very image of desolation and cheerless poverty.

It is quite otherwise with the one before us. Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms every beholder, and is the fairest ornament of the village which it blesses. Within, everything is in keeping with the perfection which reigns without.

The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all the provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort, and durability. The scholars are seated facing the north, and on that side of the

room which is occupied by the teacher, the wall is covered with blackboards and maps. There too we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling as it should upon the sides of the pupils, and affording the greatest supply when needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room without subjecting any part to the extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, water, clothes closets, and a suitable place for fuel, are all supplied.

And there it stands, the beautiful structure, with its little tasteful park, its shrubbery, its flower-pots, and all other needed appurtenances and ornaments. There it stands, the daily blessing of many children and youth who resort to it for the bread of knowledge. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

It is itself a teacher. It teaches neatness and order. It promotes good morals and manners. It instils into the tender mind of childhood the love of the beautiful in nature and in art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

But this fit home for the school to dwell in did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sit down with me and sum up the cost of keeping up such a concern. Reckon the sums of money you annually sink in paying teachers to work without suitable tools and means, not forgetting that, as a general rule, you will be compelled to put up with the poorest teachers, for the best will not put up with such accommodations without extra compensation. Add to this the loss of half or three-fourths of the school-time of your children. Calculate the value of that knowledge and intellectual culture which your sons and daughters are thus deprived of forever. Compute, if you can, the amount of loss sustained in injured lungs and spines and eyes; in colds and fevers and consumption, and all the train of evils, generated or aggravated by the defects of the bad school-

house ; and to this add its unhappy effect upon the taste and moral sentiments, those faculties which are so intimately connected with whatsoever things are lovely, and whatsoever things are of good report.

Bring together these items in one grand sum total, and then say if any community can afford to support a poor school-house.

PESTALOZZI AND HIS PHILOSOPHY.

[From our Foreign Correspondent.]

The subjoined extract is translated from Madame de Stael's *Allemagne*. I have hardly met an article of any length that conveys sounder and more practical views on the subject of education. A finer tribute to the work of Pestalozzi cannot be found in any language. The reader cannot fail to remark the similarity between Pestalozzi's method of instruction and that of Dr. Arnold ; and indeed, that thought which is thrown out near the commencement of the extract, the method of Pestalozzi, is capable of application to the higher branches of study, and is reconcilable with the deepest study of the ancient languages, has been shown by Arnold's life and career as a teacher, to have been based on truth. I met this passage in casual reading, and was so impressed with its excellence that I offer this hasty translation, as preferable to any thing which I can write upon the interesting schools of Prussia. The reader will not fail to notice passages which demand reflection and self-examination.

It appears at first inconsistent to praise the old method which made the study of languages the base of education, and to consider the school of Pestalozzi as one of the best institutions of our age. I believe, however, that these views can be reconciled. Of all studies, that which gives, with Pestalozzi, the most brilliant results, is Mathematics. But it seems to me that his method might be applied to many other branches of instruction, and that it would there effect sure and rapid progress. In fact, it has been applied with success to Grammar, Geography, and Music.

There is hardly such a thing as an *almost* in the system of Pestalozzi ; the pupil either understands, or he does not understand ; for all the propositions are so closely connected that the second step is always the immediate consequent of the first. Pestalozzi conducts children by a road so easy and so sure that it costs no more pains to initiate them into the most abstract sciences than to instruct them in the most simple employments.

Every step is as plain by its relation to the preceding, as the most natural consequences drawn from the most ordinary circumstances. What wearies children is, to make them leap over intermediate steps; making them advance without their knowing thoroughly what they suppose they have learned. There is, then, in their head a sort of confusion which renders an examination fearful, and inspires in them an unconquerable distaste for work. There exists no trace of these troubles with Pestalozzi: the children amuse themselves with their studies; not that they play with them, but because they enjoy, in childhood, the pleasure of grown-up men,—of knowing, grasping, and defining that which they have learned.

It is a singular spectacle which the school of Pestalozzi presents,—of children whose round and delicate faces take naturally a reflective expression. They are attentive of themselves, and regard their studies as a man of mature age would occupy himself with his business. It is a remarkable thing that neither punishment nor reward is necessary to stimulate them in their tasks. This is, perhaps, the first instance that a school of a hundred and fifty children has succeeded without resort to emulation or fear. How many evil thoughts are spared to man when jealousy and humiliation are removed from his heart; when he does not see rivals in his comrades, and judges in his teachers! Rousseau wished that the child should be exposed to the law of destiny; Pestalozzi creates himself this destiny during the education of the child, and directs its decrees towards its happiness and its perfecting. The child feels itself free, because it is pleased with the general order which surrounds it, the perfect uniformity of which is not deranged even by the talents, more or less marked, of individuals. He does not concern himself about success, but about progress towards a goal to which all are moving with the same earnestness. The scholars become teachers when they know more than their comrades; the teachers become scholars when they find some imperfections in their own method, and recommence their own education, to judge better of a teacher's difficulties.

It would be wrong to suppose that there is nothing good to learn in the school of Pestalozzi but his rapid method of calculation. Pestalozzi himself is not a mathematician, he is little conversant with languages; he has only the perception and instinct necessary to develop the intelligence of children: he knows what road their thoughts ought to follow to arrive at the goal. This submissiveness of character, which spreads a calm so grand over the affections of the heart, Pestalozzi has judged also necessary in the workings of the mind. He thinks that morality has its share in the pleasure derived from a complete course of study. Indeed, we always see that superficial knowledge

inspires a sort of disdainful arrogance, which causes one to reject as useless or ridiculous every thing which he does not know. We also see that superficial knowledge always obliges its possessor to conceal what he does not know. Candor suffers from all those faults of instruction, of which one cannot help being ashamed. To know perfectly what one knows, gives a peace to the mind which resembles the repose of conscience. The earnestness of Pestalozzi, which treats ideas as carefully as men, is the principal merit of his school; it is by this means that he assembles around him men devoted to the welfare of the children, and wholly disinterested. When in a public establishment, no personal desires of the directors are gratified; the moving power of the whole must be found in their love of virtue; the satisfaction which it gives can alone surpass the enjoyment of wealth and power.

The institution of Pestalozzi is not to be imitated by simply copying his method of instruction; with this must be established perseverance in the teachers, simpleness of mind in the pupils, regularity in every kind of life, and, in short, the religious sentiments which animate this school. The exercises of divine worship are not observed there with more exactness than elsewhere; but every thing passes there in the name of divinity, in the name of that elevated, noble, and pure sentiment, which is the continual religion of the heart. Truth, goodness, confidence, affection, surround the children; and, for the time at least, they remain strangers to all the hateful passions, to all the concealed prejudices of the world. An eloquent philosopher, Fichte, has said that he expected the regeneration of the German nation from the institute of Pestalozzi; we must at least agree that a revolution founded on such a basis, would be neither violent nor rapid; for education, however good it may be, is nothing in comparison with the influence of public movements; instruction wears away the rock drop by drop, but the torrent removes it in a day.

W. L. G.

Berlin, June 3d, 1855.

COOLIES FOR CUBA.—There has been for many months a project on foot for the introduction of 6000 coolies from China into Cuba, as plantation laborers, to supply the place of negroes, the importation of whom from Africa is to be prohibited, if possible. The English capitalists having the matter in charge, were delayed in their arrangements by the urgent want of vessels for the Crimea, which rendered it difficult to effect suitable charters in London. They have finally transferred the scene

of their labors to this city, and a vessel is now fitting out at this port for China, under a contract for 1,250 emigrants.

They will be landed at Panama, cross the Isthmus upon the railroad, and be re-shipped at Aspinwall for Cuba. What the expense of the voyage will be, we cannot state precisely; but as it cost the Railroad Company \$100 per head for laborers from China to Panama, we estimate the expense of each emigrant to Cuba at \$125 to \$130. The French Government, or a company under the sanction of that Government, are negotiating also for a supply of labor from the same quarter for the French West Indies, so that a large number of the Celestials will have a fair chance for a home on this side of the globe. A vessel which recently arrived at Rio also brought 800 coolies, and we understand several owners of large coffee estates in Brazil, are trying to make arrangements for a regular yearly supply of laborers from Chinese ports.—*N. Y. Journal of Commerce, April 19th.*

THE DUNTONIAN SYSTEM OF RAPID WRITING.

"Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."—POPE.

MUCH time and great expense have always been and still are bestowed on chirography in our common schools. It is a branch of instruction second in rank but to the art of reading, and deserves all the attention which has been given to it. It embraces, indeed, *more* of the principles of social benevolence than the art of reading; for it implies the exercise of the power of *imparting knowledge* to others, while reading is rather the means of self-gratification and improvement. Hence nothing gives the true teacher more satisfaction than any improvement or discovery which may aid him in imparting to his pupils the elements of this noble art; the art of giving to thought a form and substance that are impressed on the minds of succeeding ages. Still it would be a source of regret to witness any attempt to effect a sudden or radical change in the style or in the method of teaching penmanship. We ask not merely *novelty*, but *improvement*. The teacher who endeavors to stem the current of popular opinion, must not be satisfied with diverting it from its usual channel, but must turn it in a direction in which it may act with a stronger and a more effective energy. The tone of public opinion favors, and in accordance with the spirit of the age, will continue to favor, that system of penmanship which combines the legible with the rapid style. We have passed through the phase of popular opinion, which would sacrifice everything to

rapidity, but we have not returned to the period in which pen-painting was valuable as the sole means of preserving a record for futurity. The pupil should be taught to write legibly and rapidly.

Among the various systems of penmanship which have been presented to the public, is one which is calculated to effect no little change in the style and the method of teaching penmanship in the schools in which it is practised. The system to which we refer is retrograde in its character so far as practice is concerned. It professes much, but among its shortcomings in practice we may mention the fact that the author of the series has talked about arm-movements, but has given no directions in his copies, by which these all-important principles may be put in practice; nor has he presented to the pupil any copies for practice in the arm-movements. The "Remarks and Hints," printed on the cover, embrace a few points which it would be well to examine and compare with others extensively prevalent. Many excellent thoughts are suggested by the publication in question, and recognized as teacher's maxims, which cannot be too often repeated. Of this character are the remarks in reference to the ancient and the modern extremes, the round and formal, and the excessively angular system, of which the reign of both, as systems of instruction, has now passed away. Teachers would be sorry to witness the success of any system that should favor us with a repetition of either method. The "Remarks and Hints" above referred to, however, while they declare that the old-fashioned round hand is too formal for practical use, yet make out a case against their own as well as the angular system.

"Round hand leads" they declare, "to a strong, rapid, and graceful style of penmanship." "Its highest claim to be retained as a standard is, the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system." Again say the "Remarks," "We value legibility the most, and for this reason," &c. If then the old-fashioned round hand forms a strong, rapid and graceful style, distinct and greatly legible, and if, as they allege, the two latter qualities *are sure* to follow the practice of this system, why present to the public a system declared to be a compromise between this excellent system, and one, the angular, which the "Remarks" declare "is even now objectionable"? Either the author of "Remarks" is disposed to yield to the maxim "*Nil de mortuis nisi bonum*," and with great good nature, indulge in harmless eulogy of a defunct system, which can have no reaction on the "compromise" system, or he believes that if public opinion casts anchor in the stream of antiquity, it will bring up somewhere in the middle ages, where the "compromise" relief boat will be found moored.

Yet the "Remarks" acknowledge even of the angular system, "that it unquestionably allows the pupil greater freedom of movement." Perhaps the author of "Remarks" would allege *this* as the basis of compromise. But it will not answer. For what can justify him in sacrificing what he declares is best, that is, *legibility*, to what he regards as a *minor* excellence,—greater freedom of movement? Besides, is the author *sure* that he has not transferred from each system its share of evil as well as good, in which case the compromise by the rules of Alligation gives us a compound whose value is in exact ratio with the values of the simple ingredients? What then becomes of the "compromise"? What is its character? It is a *change* without *improvement*. The angular system has, for a few years past, been undergoing modifications, which have rendered it what it is at the present time, the most *elegant, rapid* and *legible* style that can be devised. It may be badly taught, but in this respect it is on a level with all other systems. But taught as it has been by the best teacher in Boston, it is the *ne plus ultra* of excellence. But it must be acknowledged that some feeble attempts of some feeble teachers to teach a feeble, attenuated style, have resulted in the formation of some very poor writers; and, applied to this class of failures, the "Remarks" have our hearty approval. But the *successful* teacher must require the pupil to form the elements of the small letters with rather a light stroke, that his muscles may not become too soon exhausted, when the last lines of his page will be found to be worse than the first. But he should require every capital and every stemmed letter, except the second of two succeeding each other, to be delicately shaded. There is a peculiar fitness in proportioning the thickness of the letter in some measure to its altitude.

Again, the "Remarks" very justly denounce "the sweeps of the pen which deform the letters and impair the legibility of the writing." By such language the author does not, or *should* not, refer to the graceful turns of capitals and closing letters, calculated and designed to give an easy and flexible movement to the writer, and which, when practised with moderation, enhance the beauty of the writing,—but to the blundering sweeps which put out an *i*, amputate the limb of some portion of the text, or obliterate a whole platoon of figures in a ledger. That this should be the author's meaning, seems manifest in his admirable remarks on the movements practised at the blackboard. He says, "This movement is very perceptible when one is writing on the blackboard. Here the hand moves in easy curves and sweeps which alone can give grace to the execution. It will be secured on paper by requiring the pupil to write a word and then connect the last letter with the first by a circular

sweep of the pen, with or without ink, again and again to repeat the movement." This is wholesome advice if skilfully followed. Such practice by the pupil imparts grace, ease, and vigor to the style, arouses the dormant muscles to life and activity, and confirms the habit of self-reliance. The writer could not intend to direct the pupil to unite the two extremes of the word by an *ungraceful sweep*, which would "deform the letters and impair the legibility of the writing." We would even go farther than the author has ventured to go in his remarks on the movements of the shoulder and the fore-arm, and declare it as our opinion that the teacher should at all times require the pupil to practise such movements. Thus the skill to cut a finished capital, a finely proportioned stemmed letter, or a graceful sweep between the extremes of a word, would become a habit interwoven with the pupil's intellectual and physical being.

We are happy to find the writer urging the teacher to give to the pupils constant practice in the finger movement, and in the arm and fore-arm movement; "and," says he, "whatever is done in the way of instruction, be it more or less, will be done in the right direction." Perhaps the author, in the last sentence, made one of those dangerous "sweeps" to which reference is made above. Why, what would he say of the teacher who should disregard the injunction previously imposed by him in the following "hint." "Teachers should not be too rigid in their requirements on this point, since equally good penmen differ in opinion in regard to it, and it cannot be said that there is actually but *one* correct method. Besides, the teacher will find in many of his youngest pupils, physical habits already formed, which it is better to humor somewhat than to attempt entirely to eradicate." We are very sorry to be compelled to differ from the author in the last quotation, that we may preserve consistency in our commendation of his views on the necessity of practice on the movements of the fingers and the arm. We fear that he has furnished the pupil with a weapon, which will enable him to defeat the judicious efforts of the teacher to reform a vicious habit of holding the pen. How often do we hear the pupil declare that he *cannot* hold the pen correctly. And yet it must be insisted on. It is not alone the pupil who has formed an incorrect style of manipulation, that enters the plea of "I can't," but "the youngest pupil," who has formed no habit, but who thinks that the effort of writing requires great muscular power, and that the pen will fall from his hand unless he secures it with the gripe of all his fingers and his thumb, aided by a wry face and a twisted neck. I cannot, however, acquiesce in the author's sweeping remark, that "whatever is done in the way of instruction, be it more or less, will be done in the right direction." Should the teacher, for instance, declare to the pupil

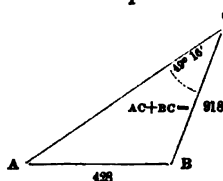
that he deemed it expedient to humor his bad habits, either natural or acquired, I should say that in the "way of instruction" this is decidedly in the wrong direction. Let the teacher rigidly insist on the pupil's holding the pen, as all competent teachers of penmanship declare to be best; for all *competent* teachers agree in the essential points. Again the author remarks, "This system aims to teach one thing at a time." As to the correctness of this plan, there can be no dissent, so far as it relates to the first efforts of the child. This plan, of course, pursues the inductive process, and, like every other, continues the practice of principles previously taught, and allows the pupil at length to practise *thought* while forming the letters and the words which express it.

The hints in relation to a "correct standard of taste" are in every respect true. Many would differ from the standard adopted in this series of books. Others might think that the execution of the details of the plan could have been a *little improved*. For instance, one might inquire whether the lower parts of the first two elements in the letter m should not be parallel in *every* instance; whether the stemmed letters should not be always slanted at an equal angle with the small letters; whether different curves on the left of the letter a, improve the harmony of the effect; and whether the letter t between two i's should incline more to the right than to the left. To all these questions, and to many more of a like nature, the author's *hints* furnish a decided answer. He says "there is a natural fitness in the forms, proportions and finish of a letter which should never be violated." We cannot doubt that the author would assent to the legitimate deduction from his premises, and acknowledge *that* to be the best system, other things being equal, in which the "execution comes up to the manifesto." As to one feature of the plan pursued, many teachers would doubt the wisdom of requiring small children to make heavy lines and letters when they first take in hand the pen. They would fear the effect on the muscles of the hand in the attempt to form a *correct habit* of holding the pen. Others would object to the making of rapidity "subordinate to legibility," in the instructions to be given to the pupil. The question is not *legibility or rapidity*, but *legibility and rapidity* "now and forever one and inseparable." If the pupil be *taught* the style of an elegant and rapid execution, the two qualities will become permanently associated in the practice of business, and we should be spared the loss of time and patience in our attempts to decipher the abominable substitutes for handwriting, adopted by some of our prominent business men, who rather take the time of their friends to decipher their hieroglyphics, than practise the time-consuming system taught them in their youth, in which rapidity was kept so

far subordinate to legibility, that the latter was acquired only by the sacrifice of the former. Professional and business men *must* write with rapidity, and if they are taught so to write, they will write with sufficient legibility. I say *sufficient legibility*; for who desires in the greater portion of the writing performed, that every letter should be formed with finical accuracy? Most of the writing performed is read once or twice, and never seen again. Why then should we require the writer to spend in forming his letters more time than is saved to the reader by the operation? If you would form a good recording hand, the angular hand may be easily condensed, but if you would acquire great rapidity combined with legibility, the confirmed habit acquired by the round hand system will defeat the accomplishment of any such design.

MATHEMATICAL.

Given $A B = 428$ and the angle $C 49^{\circ} 16'$ and $(AC + BC) = 918$; to find the other parts.



We have received the following answers to questions in the May number:

Three railroad companies, A, B, and C, agreed to make 48 trips each per day. But A made only 30 trips; B, 36; and C, 24. If they had made 48 trips, A was to have 44 per cent.; B, 35 per cent.; and C, 21 per cent. What per cent. of the profits must each one have now?

SOLUTION No. 1.

If they would have had equal per cents. had they each made 48 trips, when they made a less number their per cents. would be in the ratio of the number of their trips; that is, 30, 36, and 24. But A was to have 44 per cent.; B, 35; and C, 21 per cent. Therefore their per cents. will be now as (30×44) , (36×35) , and (24×21) , or, reducing, 110, 105 and 42.

Therefore A's per cent. is $\frac{11}{15}\%$ of 100 ; B's, $\frac{10}{15}\%$ of 100 ; and C's, $\frac{8}{15}\%$ of 100.

$$\text{Answer. } \begin{cases} \text{A's,} = .42\frac{2}{3}\% \text{ per cent.} \\ \text{B's,} = .40\frac{2}{3}\% \text{ per cent.} \\ \text{C's,} = .16\frac{2}{3}\% \text{ per cent.} \end{cases}$$

E. S.—E. H. S.

SOLUTION No. 2.

As Co. A made only 30 trips, which is $\frac{5}{8}$ of 48 ; Co. B. only 36, $\frac{3}{4}$ of 48 ; and Co. C. only 24, $\frac{1}{2}$ of 48 ; it is evident that the shares of the three companies in the profits will be in the proportion of $\frac{5}{8}$ of 44 per cent., A's share ; $\frac{3}{4}$ of 35 per cent., B's share ; and $\frac{1}{2}$ of 21 per cent., C's share ; or as $27\frac{1}{2}$, $26\frac{1}{4}$, and $10\frac{1}{2}$. The sum of these is $64\frac{1}{4}$. The share of Co. A is therefore $\frac{27\frac{1}{2}}{64\frac{1}{4}}$; that of Co. B, $\frac{26\frac{1}{4}}{64\frac{1}{4}}$; and Co. C's, $\frac{10\frac{1}{2}}{64\frac{1}{4}}$. Reducing these fractions to decimals, they become .42802—, .40856 +, and .16342 +. Hence the

$$\text{Answer. } \begin{cases} \text{Co. A's share, } 42\frac{802}{10000} \text{ per cent.} \\ \text{Co. B's share, } 40\frac{856}{10000} \text{ per cent.} \\ \text{Co. C's share, } 16\frac{342}{10000} \text{ per cent.} \end{cases}$$

English High School, Boston.

C. T. B.

Lowell, June 20, 1855.

GENTLEMEN LOCAL EDITORS OF THE MASS. TEACHER : —

In the June number, you recall the attention of your readers to a problem inserted in the May number. A second examination of that problem has resulted in the following solution, which is at your service.

The process may be thought somewhat special ; but it is believed to be sufficiently general for the solution of most problems involving the same principles. The reasoning seems nearly as legitimate as that employed in determining the several figures of a cube root. True, it must be varied slightly to suit the varied forms of the equations ; but it is of the same general character, wherein it is peculiar. I have tested the reasoning, with entire success, upon several problems furnished me by friends with whom I have conferred upon the subject.

The solution of two problems is here given ; and others similar are offered for those who have a taste in such matters.

I. S. R.

1. { (1). $xy = 1020 \therefore y = \frac{1020}{x}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$
 (3). $\sqrt{\frac{x^2+1020}{x}} - \sqrt[3]{\frac{x^2+1020}{x}} = \frac{x^2-1020}{x}$
 (4). $\sqrt{\frac{x^5(x^2+1020)}{x^6}} - \sqrt[3]{\frac{x^5(x^2+1020)}{x^6}} = \frac{x^2-1020}{x}$
 (5). $x^2+1020 = p^6 x$
 (6). $x = \frac{p^6 \pm \sqrt{p^{12}-4080}}{2}$
 (7). Put $p = 2$, then $x = 34$ or 30 , and $y = 30$ or 34 .

The radical quantities are rational, not only in the second and third, but in the sixth degree. Consequently $(x^2 + 1020)$ must be the product of x into the sixth power of some factor. Let p be that factor. Now p may have any value that will render the radical quantity in the sixth equation rational. We very naturally first try 2, which proves adapted to our purpose.

2. { (1). $\frac{z}{x} = 1 \frac{3080}{4808} = \frac{7197}{4808}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = 3x - 2y$
 (3). $x + y = (7197 + 4808)p = 5 \times 7^4 p$
 (4). Put $p = 7^2$, then
 (5). $x + y = 117649$
 (6). $3x - 2y = 294$
 (7). $x = 47118.4$, and $y = 70530.6$

The values of x and y must be the terms of the fraction respectively, or equimultiples of those terms. Consequently the sum of those terms must be either exactly $x + y$ or a factor of $x + y$. Let p be the other factor of $x + y$. Now p must contain 7^2 and 5^5 , or more probably 7^2 and 5^{-1} . The latter proves correct.

3. { (1). $\frac{z}{y} = 1 \frac{10}{1201}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$
 4. { (1). $\frac{z}{x} = .5625$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = \frac{4}{175}(x-y)$
 5. { (1). $xy = \frac{68117}{4}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$

DIVISIBILITY OF NUMBERS.

MATHEMATICIANS have spent much labor in investigating the divisibility of numbers, but the laws, when ascertained, are of practical utility only in a few cases. The subject, however, is quite interesting in a mathematical point of view, even when the results are comparatively useless. I propose to enumerate

some of the well known cases of divisibility, and to give a mode of investigation, which, I think, must be new to most teachers.

Any even number, it is evident, is divisible by 2. The divisibility by 3 will be a corollary to that by 9. One hundred, and consequently any number of hundreds, is divisible by 4; therefore, if the two right hand figures taken together are divisible by 4, the entire number will be so divisible; thousands are divisible by 8, and any number will be divisible by 8, if the three right hand figures together are divisible by 8. For 16, we must try the four right hand figures.

Since 10, and any number of tens, are divisible by 5, if the right hand figure is 0 or 5, the entire number is divisible by 5.

A number is divisible by 6 when it is divisible by 2 and by 3. And, in general, a number which is divisible by two or more numbers, prime with respect to each other, is divisible by the product of these numbers.

To find the criterion of divisibility by 7, take 8778. Since $1000 = 10^3$, $100 = 10^2$, the given number is the same as $8(7+3)^3 + 7(7+3)^2 + 7(7+3) + 8$. By reference to the binomial theorem, it will be evident that all the terms of the development of $(7+3)^3$, $(7+3)^2$, &c., are divisible by 7, except the last in each power. The parts therefore of this quantity which are not of necessity separately divisible by 7, are 8×3^3 , 7×3^2 , 7×3 , and 8; the sum of these is $216 + 63 + 21 + 8$, or $308 = 44 \times 7$. Hence, beginning at the right, we multiply the successive figures by the successive powers of 3, commencing with 3^0 or 1, and if the sum of the products is divisible by 7, the entire number will also be divisible by 7. A more practical criterion will be given in the divisibility by 21.

To find the law for divisibility by 9, take 72567. This is equivalent to $7(9+1)^4 + 2(9+1)^3 + 5(9+1)^2 + 6(9+1) + 7$. The parts of this which are not of necessity separately divisible by 9, are 7×1 , 2×1 , 5×1 , 6×1 , and 7; the sum of which is $27 = 3 \times 9$. Hence the well known rule: add the figures as if they were all units, and if the sum is divisible by 9, the given number is so divisible. Every term in the powers of $9+1$ which is divisible by 9, can also be divided by 3; therefore the quantities not necessarily and separately divisible by 3 are the same as above, viz., 7, 2, 5, 6, 7, and if the sum of these is divisible by 3, the whole will be so. For example, 6729, which is not divisible by 9, is divisible by 3.

Divisibility by 11 may be exhibited as follows. Take 34,958 $= 3(11-1)^4 + 4(11-1)^3 + 9(11-1)^2 + 5(11-1) + 8$. The parts of this not necessarily and separately divisible by 11, are $+3$, -4 , $+9$, -5 , $+8$, or $20 - 9 = 11$.

Hence, commencing at the right, take the sum of the figures occupying the odd places, also the sum of those occupying the even places, and if the difference of these sums is zero or a multiple of 11, the given number is divisible by 11.

The criterion for divisibility by 13 is similar to that given for 7, except that, instead of the sum of the products, we must take the difference, as in the last case.

Take 4218 to exhibit divisibility by 19. This is equivalent to $4(10\frac{1}{2})^3 + 2(10\frac{1}{2})^2 + 1(10\frac{1}{2}) + 8$, all parts of which are separately divisible by 19, except $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and 8; the sum of which is $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + 8 = 9\frac{1}{8} = \frac{73}{8}$. If this is divisible by any number, any multiple of this must be divisible by the same number. Hence, multiplying by 2^3 or 8, we have $4 + 2 \times 2 + 2^2 \times 1 + 2^3 \times 8 = 76 = 4 \times 19$. We may therefore commence at the right, take the sum of the first figure, half the second, quarter of the third, &c., and if the whole number, or the numerator of the fraction thus obtained, is divisible, the given number is so.

Or we may commence at the left, and multiply the successive figures by the successive powers of 2, beginning with 2^0 or 1. If the sum of these products is a multiple of 19, the given number is divisible by 19.

The same rule applies to divisibility by 29, 39, 49, &c., if we substitute the powers of 3, 4, 5, &c., for those of 2. The rule for 39 will furnish an additional rule for 13, and that for 49 will furnish a new one for 7.

If a number is divisible by 7 and by 3, it must be divisible by 21. But another criterion may be found. Take $5376 = 5(2\frac{1}{2})^3 + 3(2\frac{1}{2})^2 + 7(2\frac{1}{2}) + 6$. All parts of this are divisible by 21, except $-\frac{5}{2} + \frac{3}{4} - \frac{1}{2} + 6$, or $6 + \frac{3}{4} - \frac{5}{2} - \frac{1}{2} = 6\frac{3}{4} - \frac{3}{2} = \frac{54 - 3}{8} = \frac{51}{8} = \frac{21}{8}$; the number of which is divisible by 21. Or, we may multiply by 2^3 ; we then have $-5 + 2 \times 3 - 2^2 \times 7 + 2^3 \times 6 = 54 - 33 = 21$. Hence we may commence on the left, and multiply the successive figures by powers of 2, beginning with 2^0 or 1. Take the difference between the sum of the products occupying odd places, and that of those occupying even places, counting from the right, and if this difference is divisible by 21, the whole number will be so. Since a number divisible by 21 is also divisible by 7, the same rule will apply to divisibility by 7.

The rule for 21 may be extended to 31, 41, 51, &c., by substituting powers of 3, 4, 5, &c., for those of 2. The rule for 51 will give one for 17. For example, 2057 is divisible by 17, because $-2 + 5 \times 0 - 5^2 \times 5 + 5^3 \times 7 = 875 + 0 - 2 - 125 = 748 = 44 \times 17$.

The author of this article would recommend that teachers exercise such of their pupils as are sufficiently advanced to com-

prehend the reasoning in these and similar investigations. The exercise will enlarge their knowledge of numbers, and their powers of analysis.

T. S.

DIARY IN TURKISH AND GREEK WATERS. *By the Right Honorable the Earl of Carlisle. Edited by C. C. Felton, Greek Professor in Harvard University, Cambridge. Boston: Hickling, Swan & Brown.*

THIS volume possesses great interest, not only for classical, but for English teachers. It gives just that kind of information which one needs who desires to acquaint himself more fully with Grecian topography, and with many of the most interesting events in Grecian history. The characters of the author and editor are a sufficient guaranty that the information which the volume contains may be relied on. The teacher will also find much information in this volume which will be of great assistance in tracing the progress of the war now raging in Europe.

THE STANDARD THIRD READER for *Public and Private Schools; Containing Exercises in the Elementary Sounds; Rules for Elocution, &c.; Numerous Choice Reading Lessons; A New System of References; and an Explanatory Index. By Epes Sargent. Boston: Phillips, Sampson & Co.*

THIS is the third in Mr. "Sargent's Standard Series" of Readers for Schools. The general features of this volume are the same as of the preceding numbers which have been noticed in our pages. In examining the book we have been much pleased with the character of the selections. In his preface Mr. Sargent remarks, "It has been my endeavor to reconcile simplicity with sound literary taste and an accurate style. Too many writers for the young, in striving to be simple, have been merely feeble or insipid; and let it not be supposed that their mistake is not detected by the class to whom they address themselves. Could they hear some of the comments of their juvenile critics they would not so undervalue the discernment of the young." We are quite glad to observe that this defect in our reading books has not escaped our author's notice. We certainly think that he has not fallen into this mistake himself. It is far better that a reading book should be a little above the child's capacity than a little below it. A large portion of time of late years has been spent in our lower schools upon lessons in reading which can barely be tolerated at the tender age in which they are first learned, but which can afford no satisfaction when recollected in maturer years. Now the earlier a piece

of composition is put into the hands of scholars, the more unexceptionable it should be in style and sentiment. These selections go a great way towards determining the future character of those who may read them. We sincerely thank Mr. Sargent for having so beautifully realized a correct and important idea, and regret that our space will not permit us to do his book a higher degree of justice.

B. S.

AMERICAN INSTITUTE OF INSTRUCTION.

We are unable to inform our readers where the next meeting of the American Institute of Instruction will be held. We had delayed going to press until after the meeting of the Directors, which took place the 27th of June, hoping to obtain all needed information. But the subject was referred to a special committee of three, who will report at an early day. We trust we shall be enabled to publish the programme in the August No.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

TO THE FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 8.]

A. M. GAY, Editor.

[August, 1855.]

AT WHAT AGE SHOULD A BOY ENTER COLLEGE?

The following communication addressed to the editor of the present number of the Teacher, is commended to the careful attention of parents who have sons intending to enter college, and to those generally who have the immediate charge of the preparatory instruction in our classical schools. It is the tendency, at present, to urge scholars on beyond their real capacities,—to introduce them into studies evidently beyond their depth; and the result uniformly is, that the elementary branches are neglected, and superficial habits of study acquired. This fault is to be attributed partly to parents who, partaking of the spirit of the age, and supposing that mind, like matter, will yield to force, frequently importune teachers to shorten the period of elementary training, with great detriment to the pupil's success, and partly to teachers themselves, who are sometimes exceedingly ambitious to offer a large number of candidates each year for examination. It is to be hoped that the example recently set in some of our best classical schools, of lengthening the course of study to five or six years, will be speedily followed in all, and that "men" not "boys" will be offered for the discipline and instruction of college.

AMHERST, July 2d, 1855.

MY DEAR SIR: You inquire of me, at what age a boy should enter College. The question is one of no small importance, not only to the boy himself, but to the preparatory school and the college, to the cause of learning and the community.

My own observation and experience of college life, which, in one relation or another, has now extended over some twenty-five

years, is decidedly adverse to early admissions. The laws of Amherst College, in common, as I believe, with most of the other colleges of the older States, prescribe fourteen, as the earliest age at which one can be admitted to Freshman standing. This may, perhaps, be well enough for an extreme limit, for there are undoubtedly individuals, who at fourteen are already capable of entering college with safety, and pursuing all the studies, as they come along, with advantage. There are boys, who are as mature at fourteen, as others are at eighteen. And yet these are so manifestly exceptions, that it may well be doubted whether they should constitute the rule, or be set up, even indirectly, as the standard. If fourteen is prescribed as the limit, the danger is, that all will consider that as the proper age. It were better, perhaps, to designate the age at which, as a general rule, it is desirable to enter, and leave exceptional cases to be provided for, as they arise; or if a limit must be prescribed, it should be accompanied with the distinct statement, that it is better for boys, in general, to enter at a more advanced age.

That it is better, as a general rule, for boys not to enter college so early as fourteen, I have no doubt. Not a few instances have come under my observation in which the vanity of parents has plumed itself on entering their sons at the very earliest period at which they are admissible, and some instances, in which they have procured a special vote of the Corporation, dispensing with the law in the case of their sons and authorizing their admission at a still earlier age. And the result has almost always been unhappy. Doubtless the evil was aggravated in these instances, by the foolish vanity of the parents, producing in their sons that pride which precedes a fall. But where there has been no such weakness, those who enter the lists very young, seldom hold out in the race with their older and more mature competitors. They set out bravely; during Freshman year, they are, perhaps, favorite candidates for the valedictory. But early in the Sophomore year, many fall out of the course, not a few others fail to round the goal at the end of the year, others still fall behind in the Junior studies; and most of them come in for a very inferior share of Senior triumphs and the honors of Commencement. In view of such facts, college officers are often tempted to wish that they may never see any more "*boys*" present themselves for examination. College is no place for mere boys. Its duties and its dangers, its trials and its toils, its course of study and its whole organization and manner of life, demand men; — if not men in age and stature, yet men in physical, mental, and moral stamina.

The studies now pursued in American Colleges, extend over the whole wide and ever widening range of literature and

science, and comprehend the most abstruse and difficult, as well as the loftiest and grandest subjects, that have ever exercised the human intellect. Whether prosecuted for their own sake, or for the sake of the discipline which they impart, they require to be pursued with the most intense application of all the mental powers. They must be studied so as not only to master the facts, but to comprehend their mutual relations and the principles which they involve. The study of languages, for example, is not (as boys usually make it, and as "children of a larger growth" sometimes represent it) the study of mere words. It is the study of thoughts and things—of the greatest and best thoughts that men have ever uttered, and so, indirectly, of the greatest and best things that God has created on earth. It is the study of reason and speech,* those characteristic attributes of our race, in their inseparable connection with each other, and the study of them after the Baconian method, by observing how men *have* developed and employed these divine gifts; and so it is the study of history and philosophy, of human nature and mankind. Classical studies should be commenced in boyhood, when the memory is ready and retentive. The foundation should then be laid in a perfect knowledge of forms and constructions. But the chief end of such studies is lost, if they are *finished* and laid aside, before the mind has become sufficiently reflective and comprehensive to consider them in these higher and wider relations.

In like manner, the mathematics are not merely a dry collection of theorems and problems—not merely a dead body of rules and formulas; but as the very name imports, they are the basis of all science and all art, the informing principle of music, poetry and the arts of design, not less than of chemistry, astronomy and the physical sciences, and the invisible frame-work of the material, if not also, (as Pythagoras taught) of the spiritual universe. The physical sciences, while they embody some of the most masterly productions of human genius, are also expressions of the attributes and thoughts of God. The several branches of mental science, while they make us acquainted with ourselves, also determine the limits and methods of all knowledge, and furnish the clew to discovery and progress, not more in anthropology, than in cosmology and theology.

Such, in brief, are the principal studies pursued in college, and they are clearly no boy's play. They are sufficient to task the largest powers of the human intellect. They are only marred and mangled and *effectually finished*, if finished in mere boyhood.

* Hence the term Philology: *φίλος* and *λόγος* which includes both reason and speech.

We come to a similar conclusion when we look at the mental discipline, which, more than the mastery of literature and science, is the primary object of a college education. The college is the last in the series of properly *educational* institutions. On leaving college, the young man's "*education* is completed," and he enters upon the study of a profession. Now it requires no argument to prove, that before the discipline of the mental powers is finished, those powers themselves should have attained to some degree of maturity, and also that the judgment, under whose control the work of discipline is to be accomplished, should have become in a measure ripe? The college student is emphatically left to his own judgment,—thrown upon his own resources. When he enters college, if not before, he must leave the parental roof, the command of parents, the counsels of friends, the influences of home, and become, in an important sense, his own master, choose his own associates, regulate his own house, and direct his own manner of life. This involves a weighty responsibility in regard merely to bodily health and habits, and the culture of the intellect. How much more weighty, when the social habits, the moral character, the religious principles, the health of the heart, and the welfare of the soul are taken into consideration! Parents and friends can, now, only advise. Teachers look on, not indeed at so great a distance, but still from without that charmed circle, in which he lives and moves and has his being. College students constitute a community by themselves and of their own kind, with manners, customs, laws, and I had almost said a language of their own, with peculiar advantages, and those very great, but with peculiar temptations, and those also very trying, with facilities for propagating influence and for getting and doing either good or evil, such as belong to scarcely any other community in the wide world. Meanwhile conflicting motives sweep the surface of this little community, and counter currents stir it to its lowest depths. Every influence that can proceed from this world or the next, falls upon them. Every passion, from the merest love of self to the purest love of God, contends for the mastery. Competitions with fellow-students, as severe as those which are waged on the floor of Congress, or in any other arena of human strife, invite them to enter the lists against each other. Or they may strive for the mastery over self, and thus win triumphs more noble than those of the gymnast or the ascetic. Or yet again they may struggle to obey the will of God, and do good to men in a field of usefulness which the missionary might well covet,—in a theatre of glory, such as never dazzled the eye of any poet or orator of antiquity. Or, on the other hand, they may sit in the bower of ease, or enter the halls of forbidden pleasure, or vie with each other in the arts of dis-

sipation and seduction with a freshness of appetite and fervor of the passions, known only to clubs of youthful votaries. It is under such circumstances and such influences, that the boy (if he is a boy when he enters college) is to decide for himself, and, as a general rule, to make the final decision, whether he will do well or ill, do right or wrong, do something worthy of himself and the reasonable expectation of his friends, or do nothing, or over-do and break down his constitution, perhaps, past recovery.

From this simple statement of facts, two or three inferences follow, as obvious and unavoidable conclusions.

1. No one should be exposed to such an ordeal, till he has formed habits of study and adopted principles of action, that may be regarded as somewhat firm and fixed,—that will not be likely to yield to the first breath of temptation which falls upon them. To send a boy to college who has no habits of study, and no love of learning for its own sake, while, at the same time, he has no steadfast purposes of right, no fixed moral or religious principles;—to send him, as too many parents do, against his will, though it be to the most Christian college in the land, is to put him on the highway to ruin. It will be no thanks to the parent, if he fails to come to some bad end.

2. He should not be put to such a test, without considerable maturity of intellectual powers. The mind should be taxed, but not overtaxed—exerted, but not strained, in order to the healthy development of its faculties. To require of a boy a man's task, is to dwarf his intellectual, as surely as his bodily growth and strength. The college, as we have already said, is the last stage of the *education* properly so called; and the last stage of education should be coincident with the last period of youth, when the mind attains its full growth and stature. In earlier boyhood, neither are the faculties capable of bearing the necessary strain, nor is the judgment competent to give the right direction.

3. He should not be subjected to such a pressure, till he has nearly or quite attained his physical growth, nor without a good degree of bodily health and strength. The college course imposes no small tax on the physical constitution. The brain is stimulated and strained to its utmost tension in the direct and almost exclusive service of the mind; and the nervous energies are diverted, drawn off, drained out, if we may be allowed the expression, from all the bodily organs in indirect contributions to this reigning power. To subject the system to such a drain, while, at the same time, its energies are nearly all required to sustain the rapid growth of the body, is little short of suicide. The parent who imposes such a tax on his son, may expect to destroy his health, and shorten his life, if not also to

sacrifice interests dearer than life—to impair his intellect, ruin his character, and wreck all his prospects for this life, with, perhaps, all his hopes for the next. Whereas, if he will wait till his son has arrived very nearly at the growth of all his powers and faculties, and wants only the last touch of the forming, strengthening, and finishing hand of education, he will have every reason to hope, that he will come out a whole man, with a sound mind in a sound body, under the supreme control of an enlightened conscience and a pure heart.*

The age which will meet all these demands better than any other, as a general rule, is perhaps seventeen or eighteen. If there are exceptions to the rule, as there are to all rules, my own judgment and my own observation would lead me to say, that far more should enter after than before this standard age. The average age of those who enter Amherst College is as high as twenty or twenty-one; and more and higher honors, both in college and in public life, have been won by those who have exceeded, than by those who have fallen below the average.

The age which we have fixed upon, from regard to the welfare of the student, is also well adapted to secure the other interests involved. It gives time and scope,—the *right* time and the *proper* scope,—for the family, the preparatory school, the college and the community, each to impart its benefits and to receive its dues.

It leaves the boy at home under the control of parents, and the influence of brothers, sisters, friends,—the very best place and the very best influences in the world, if the home is at all what it ought to be,—while his body, mind and heart are most rapidly growing, and his habits and principles are forming. And it is with a wise reference to this home influence, as well as to the proper education of all her children, that old Massachusetts has provided by law, that every town of any considerable size shall establish a High School, in which the children of the town may be fitted for college, or may acquire a thorough English education, while they yet remain under the parental roof. Parents little know to how much pains and expense they subject themselves in exiling their sons and daughters from home only to injure the completeness of their education.

The age suggested leaves time for the preparatory school to do its work and do it well—to see that the common English branches are thoroughly mastered, and that the youth goes to college well trained in the elements of the Greek and Latin

* Such a complete man will accomplish more for himself and his generation in one year than a half or a third of a man will in two or three; at the same time, he will be likely to live longer in the *practice* of a *profession*, which he enters at thirty, than one broken down by ill-advised haste, who commences at twenty-one.

languages. In ordinary cases, it affords none too much time for a perfect preparation. But if perchance a boy is really well prepared at an earlier age, let him spend a year or two in strengthening his physical constitution, or, if that be quite perfect, in acquiring one or more of the modern languages. Then let him go over again with a careful review of all his preparatory studies; and the impulse with which he thus enters college, will bear him on with an increased rapidity and power through the whole collegiate course.

The college has quite as great, if not even a greater interest at stake, in the mature age of those who enter. If the Presidents and Professors might safely calculate on having to do, not with reluctant, half-formed, heedless boys, but with full-grown, strong, and earnest young men, well trained in all the preparatory studies, and eager to enter on the new and untrodden paths of learning, as one after another they shall open before them, this alone were sufficient to revolutionize the course of study, to transform the manner and spirit of their instructions, and to lift the college up to a higher platform of intellectual and moral culture.

Lastly, the cause of letters and the community would reap the benefit of the change. We should see fewer boys in the pulpit, at the bar, and in all the public walks of life. Young America would have an older head put upon his young shoulders. Older and wiser men would wield the power of the pen, of the press, of the government, and of public opinion. As in college, so in all that is done or directed by educated men, there would be *more power*, and it would be *better regulated*.

Precocious development is every where—whether in the body or the mind, in the individual or the State—more or less unhealthy development. This is pre-eminently the disease and the danger of our country. Like a raging fever, it is making havoc with the health and life, the minds and hearts of our youthful countrymen. Perhaps the first step towards a cure would be to check it in the educated men, the leading minds of the community. The public men of Israel did not enter upon their official duties till the age of thirty; and even the man who appeared in Judea eighteen centuries ago as a model for our race, conformed to this usage. Were the same limit imposed on all who hold stations of power and influence in our age and country, the whole spirit and soul and body of American society would be in a far more healthy condition.

W. S. TYLER.

THE RELIGIOUS TEACHING OF THE SCHOOL-ROOM.

It would be very absurd if sectarian strife should banish from our school-rooms that on which every Christian sect is based, viz., Christianity itself. Such a result would be equally prejudicial to the contending parties and to our educational interests. One denomination had far better submit to see itself outstripped in influence, than that the principles of a common faith should have no place in the instructions of the school-room. If Christianity is not carefully taught to children, religious doctrines of all kinds will very soon lose their influence among men. Christian people, therefore, will desire that the Christian religion be taught to childhood; and if this is to be done by a person of a different denomination from me, who will certainly present the truth in the color given it by his own denominational views, this is of but little consequence so long as I know that he is a Christian who will not falsify the great doctrines of the Christian scheme.

These principles will be admitted by most. The unbeliever in Christianity, alone will prominently object to their application, and yet even his better judgment must yield conviction here upon an enlarged and liberal view. In objecting to Christianity, we object to education itself, for it is not too much to affirm that all the properly educational influence by which we are to-day surrounded, and all the true education of the race in any age, have been owing to Christianity. Before the appearance of the Christian religion there was no such thing as a true education known. True, the world cannot be said to have been at that time in utter ignorance; much had been discovered and was known in art and science and philosophy. Neither can it be affirmed that there was then no means of instruction, for we find the frequent existence of schools in which the young were taught the principles and the results of knowledge. But education in the only proper sense of the term, education as a leading out, as an unfolding of the man, and this for no other reason than because of the man's own excellence and worth, we do not find amid all the knowledge nor amid all the schools of antiquity. The Christian religion first introduced it to the world.

The only ground for objection to this affirmation lies in the facts of Grecian history. It may be contended that in Greece education was cultivated according to its high ideal, long before the birth of Christ. But, while it is fully admitted that the Greeks stood upon a very high point of refined culture, that they had carried out art and science and philosophy to a very wonderful extent, yet must the affirmation be repeated, that

education in its true sense, was not found among them. No part of the culture of the Greek was for his own sake, but all of it was directed for the sake of the state. The Greek was taught and cultivated that he might be made a better citizen, and not that he might become a nobler man. This is the idea which underlay all that which, in a false sense, is termed Grecian education. Everything in it was directed towards the state, and never stopped short with the individual. True, this general idea had its specific development in different forms among the different Grecian states, varying in each one according to what was fancied to be the predominant want or interest of the state, but never losing its distinctive feature of cultivating the individual for the citizen, and not for the man. Education thus dates its first appearance among men after the coming of Christ and the introduction of His religion.

In subsequent time, education has had a hold upon men, and progressed just as Christianity has strengthened and brightened. We might have expected that even after the religion of Christ had been nominally introduced among the barbarous hordes who overran Europe and broke up the Roman Empire — ages might elapse before they should even feebly understand the application of its principles. They were savages who might challenge comparison, for brutal ferocity and violence of passion, with any races the world has known, and who were almost on a level with the lowest in stupidity of intellect. And yet, not three centuries after the nominal conversion of Clovis, we find the basis for the University of Paris laid by Charlemagne; and from the fact that Professors were invited to his court from England, Ireland, and Germany, we infer that education had followed the introduction of Christianity in these countries even earlier than in France. Christianity has since kept on its progressive working, and education has followed it, with equal pace, till the present day. So now, the teaching of the school-room must be religious and Christian, in order that the school-room itself may be sustained. This should be advocated both by Christians and unbelievers, upon both religious and educational grounds. s.

A GRAMMATICAL PLAY ON THE WORD THAT.

Now *that* is a word which may often be joined,
 For *that that* may be doubled is clear to the mind,
 And *that that that* is right, is as plain to the view,
 As *that that that that* we use, is rightly used too,
 And *that that that that that that* line has in it, is right
 In accordance with grammar, is plain in our sight.

In the above lines, the word *that* is used in perfect accordance with the rules of grammar.—*Albany Express*.

ON THE WRITING OF COMPOSITIONS.

[The following article consists of extracts from a lecture recently delivered by W. W. Wheildon, Esq., to the pupils of the Charlestown High School. We regret that we cannot obtain for publication the entire lecture. It contains so much that is practical, exposes so many of the faults of young writers, and gives such clear directions for the formation of a good style, that it would be a highly valuable contribution for the perusal of those who have to do with this important branch of Education. ED.]

IN writing a composition, the *subject* should first be well understood ; that is, the writer should have a clear idea of the matter to be written about, and upon which he intends to express his thoughts, his opinions, or his feelings. Then he is prepared to *think*, to invent and combine his ideas upon it : what is its nature, what are its characteristics, how is it affected or influenced, or what influences it exerts ; what views may be taken of it, or how may it be illustrated ; what advantages flow from it, or how shall it be enforced or established. Is it a narrative, in which we detail events, incidents, circumstances ? Is it a theme for reflection ? What are our views of it ? Is it sentimental or moral — of the heart or of the mind ? Whatever it be, its nature should be distinctly understood ; its character fully comprehended. In this, the advice of the teacher, or of a friend, may be with propriety desired. No better aid can be sought, in any composition, than conversation with another upon the theme. Mind, even if uncultivated itself, is the best cultivator of the mind. By collision both may gain thoughts which neither possessed before. Like the flint and steel, neither alone can produce a spark, but when brought into contact, mind with mind, scintillations of the purest ray are the result. They act upon each other, excite each other, correct false impressions, enlarge the views and expand the intellect. The very mention of a theme excites some thoughts in the mind of every one competent to think. A word is often full of suggestion ; as Education, Happiness, Gratitude, Grief, Religion, and others, and there are many ways to treat such themes. Or take another class of words, representing material things, as a Church, a Ship, a Monument, a Dwelling-house, or a Railroad : each of these words presents a picture to the mind, and we could think a long time about any one of them, and things associated with them. What, for example, is our idea of a *Ship*, its management, guidance and government, on the ocean, by day and by night, with the stars above and the depths below ; the winds, the waves, the progress over the trackless waters ; the domestic habits, the occupations and social gatherings of those on board, in the long day or the lowering night ?

All these things are suggested to the mind, and many more, by the mere mention of the subject. Or take the word *Grief*,—what scenes of sorrow are conjured up in the thoughtful mind, by that sad word! It stirs the deepest emotions of the heart, awakens all the sympathies of the soul, and calls into activity the humanities and the divinity within us. Or if the word be *Music*, the mind turned upon itself, with no sound upon the ear, the imagination may revel in harmony: the stirring drum, the piercing fife, the blast of the bugle, the softer melody of the flute, the gentle breathing of the æolian,—these may all be heard in the fancy, and attune the heart to gladness. The unwritten music of nature, the sighing of the wind, the patter of the rain, the booming roar of the ocean, or the softer carol of the birds about our pleasant homes, the hum of insects, the prattle of the brook,—these all come thronging upon the fancy as we have heard them in our experience, forgetting to prize them among the blessings of life, almost because our Heavenly Father has bestowed them upon all his creatures alike! Thus every subject, even a word, so wonderful is our language, is suggestive of its associations, and leads the mind, even of the uncultivated, into a train of thought more or less original with itself, and more or less vigorous.

When we consider the great fact that it requires about one half the time of an ordinary life, to acquire a tolerably good education, it becomes important to know, at some time or other, the object of such a disposition of our time. What do we gain by it? What would we be without it? What are we with it? I do not, of course, in these remarks, propose to discuss or answer these pertinent and suggestive questions, but it is desirable that they should be considered by us all. To the cultivated mind they are already answered. To the mind seeking cultivation they are in the process of development. To the mind desiring knowledge, and deprived of the nutriment it seeks, they are as apparent as the want of food to a starving man. Helpless as we are in infancy, devoid of intelligence or thought, having no sensation but that of pain, no impulses but those of instinct, a desire to acquire knowledge is one of our earliest manifestations, as it is one of the last that we encourage. The most dependent and helpless of living creatures,

“Frail creature as he is, helpless as frail,”

man begins to learn almost with his first breath; and whatever may be forgotten, as years advance, it can scarcely be said that he ceases to learn until it can be said that he ceases to live.

“Many are our joys
In youth! but oh! what happiness to live
When every hour brings palpable access
Of knowledge, when all knowledge is delight,
And sorrow is not there.”

WORDSWORTH.

The longest life does not suffice for the acquisition of all knowledge. So broad is the field of human wisdom, open to all alike! So large and expansive are the faculties and capabilities of the human mind! So important is education to a full and perfect man, that it may almost be said, could any of the brute races attain it, they would break down the great barrier between the races, and man himself might become the inferior animal. As it is, the remark is sometimes heard of an intelligent animal, that he knows more than some men! It is greatly to be feared that such severe judgment may have some foundation in truth.

I do not intend by these didactic remarks, to advocate or encourage authorship. There is less need of authors than of thinkers; less need of them now than in the time of Dr. Johnson, who thought, from the multiplicity of scribblers who annoyed him, that

“All Bedlam or Parnassus is let out,
Fire in each eye, and papers in each hand,
They rave, recite and madden round the land.”

Things in this respect have not greatly improved since his time, neither as regards numbers or excellence. The press is burdened with its *light* literature; the public confused with a superabundance of books, and the good sense and good taste of the community vitiated by a flood of cheap productions. But I would encourage an ardent and practical cultivation of the intellect, not alone in the acquisition of knowledge, but in its use; a power of *thought*, and of easily and accurately communicating our ideas; a facility in the application to our daily life of the knowledge we gain; for intelligence and learning, however varied, are of little worth if perpetually locked up in our own brain. We confirm and establish the knowledge we have acquired by using it, and gain new ideas and insight into new principles by discourse with intelligent people. The excellences of our education, or its deficiencies, are shown in our conversation, even in our most trivial remarks, and in our most familiar correspondence. Our intellectual cultivation, whatever it may be, is drawn out of us in our daily lives; it cannot be hid, it must be known, and it is the evidence we have, better than gold or genealogy, of our claims to refinement and regard. With no such evidence to offer, or only that of outside appearance and doubtful validity, we must fall into the broad ranks of the rude and uncultivated, undeveloped as men, unfruitful in our highest estate. The word cultivation is the exact and expressive synonyme for education, and as a figure of speech, is particularly illustrative and forcible. If the ground be well and assiduously cultivated, a good growth and product-

ive crops reward the labors of the husbandman ; if the ground be not well tilled, weeds usurp the dominion, absorb the nutriment of the soil, and ripen the seed for a still more abundant growth, weeds all, weeds continually. So with the parterre of the intellect : cultivation improves the soil and renders of value the harvest ; neglect weakens the intellect, impoverishes the heart, and makes life a dreary waste, or a tangled web of folly and crime, not only without solidity, but wanting the mere gild of gaudiness.

Exaggeration in composition, or in conversation, is an impropriety, and so common a fault that it requires a watchfulness over our words, and a decided effort of our intelligence to avoid it. It is not a little unfortunate for our good sense, our taste, and our "mother tongue," that this evil is in some degree sanctioned by the canons of fashion. It is truly a fashionable folly, and like some other follies, having the same inexorable authority for its continuance, is altogether evil in its influence. Potent as fashion is in our day, it does not seem to have been regarded by the ancients either as a virtue to be deified, or as an evil to be demonized. It may well be made symbolical, in our time, as a modern giantess, composed of all qualities and compounded of all absurdities and follies which afflict our race ; frail, fickle, and faithless, neither to be trusted nor followed—nor yet to be rejected and disobeyed. Fashion in literature, from her well known vagaries, is dangerous to our simplicity, and detrimental to our tastes. The purity of our language, and the proprieties of our conversation, are not safely to be entrusted to the erratic habits of the vagrant Fashion. Exaggerations and extravagances, in composition and conversation, however sanctioned by custom, commended by fashion, or countenanced by what is falsely called "politeness," are always to be avoided. It is safer, and in better taste, to shade down and soften our expressions, rather than to make them gaudy or high colored, oftentimes at the expense of truthfulness.

A FINANCIAL QUESTION.

Which will cost the most money, — the education of the child, or the ignorance of the man ? We cannot avoid paying the tax for one or the other.

[For the Massachusetts Teacher.]

COMMEMORATION AT OXFORD.

EDINBURGH, June 25, 1855.

DEAR SIR:—Perhaps you may be interested in reading a brief account of the exercises at Oxford University during the past week. A visit to Oxford, where is the most ancient institution for learning in England, is well worth the making at any season, and I was peculiarly fortunate to be there during the week of the commemoration, as it is termed. On Monday evening of this week there is a procession of boats, belonging to the students of the different colleges—nineteen in all—each boat having the distinctive mark and banner of its college, and the young men who row it being dressed in a particular uniform. These boats followed each other in this procession on the Isis in the order in which they came out of a boat race held some days before, the one which then gained the prize taking the lead; and when arriving at a certain point it stops, while the others pass by and pay it a salute; meanwhile the other students of the different colleges standing on the banks of the river or in other boats, cheer the boats of their respective colleges, as they pass. This scene attracts a large number of spectators, and amid the music of the bands and the cheers of the students is quite an enlivening one. On the next day there is a charity sermon preached by some bishop, a flower show upon the grounds of one of the colleges in aid of some charity, and also various private entertainments in the evening.

Wednesday is the day of commemoration, the exercises of which take place in the theatre, a building belonging to and within the enclosures of one of the colleges, and rarely used on any other occasion. It is built in the form of a horse-shoe, and contains a large ground floor, where are admitted at their exercises the Masters of Arts, and persons introduced by them, gentlemen and sometimes ladies, who are obliged to stand, there being no seats; a ladies' gallery, to which ladies are admitted only for tickets,—and these are of course in great demand and difficult to obtain,—and also an upper gallery, where students who have tickets are admitted. This upper gallery will accommodate about one thousand students, or something less than one half of the number belonging to the different colleges. The Chancellor's chair is placed in the centre of the circulum, and nearly on the level with the ladies' gallery, and at each side are places for the officers of the University, and the Doctors of Laws. There are also on the right and left of the Chancellor's chair pulpits for the speakers. The theatre will accommodate over four thousand persons; and on this

occasion, Wednesday, June 20th, it presented a very brilliant appearance. The doors were opened at ten o'clock, and immediately the students' gallery was crowded with its full complement. The students consider this their Saturnalia, and have a sort of prescriptive claim to be disorderly. They commence at once a series of cheers or of groans, as some of their number announce a popular or an unpopular name; or as an officer of the University enters, he is either cheered or hissed, or sometimes both. The head of one of the colleges, who was present the whole hour before the services commenced, was frequently called out by the name of Big Ben. Then some would cheer the weather, it being the first fair day for a week; the ladies in white, or the ladies in blue,—or the ladies with no bonnets, referring to the very small bonnets which are now worn, there being none present without any. Among the names which received the most hearty cheers at this time were those of Lord Derby and Lady Derby; and of the public men whose names were ill-received, were Palmerston and Brougham. In this way for a whole hour their lungs were incessantly exercised. At eleven o'clock precisely the front door was opened, and a way being made through the crowd standing upon the ground-floor, a procession not very numerous enters, headed by Lord Derby the Chancellor, having a magnificent robe embroidered with gold, and followed by the officers of the University in black gowns, the bishops in their robes, and the Doctors of Laws in red or white gowns. The organ playing, and the whole audience singing, standing, "God save the Queen." The Chancellor opened the convocation in a Latin speech, announcing the names of the persons upon whom the council proposed to confer the honorary degrees of Doctors of Laws. After reading the whole number, he then puts to the vote of the convocation the name of each separately. The students, although they have no vote in the matter, persist in having a voice, and they cheer or hiss as their whims incline them. The first name announced was that of Mr. Buchanan our Minister; a few of the students cried out "no," "non placet;" one sung out "Yankee Doodle,"—but the Masters of Arts and other members of the convocation, together with the Chancellor, cried out "order," and the matter was carried with quite a respectable cheer. The same course was pursued when most of the other candidates were announced; the only names which were received with hearty and unmixed cheers, in which the whole audience joined, were those of Tennyson, the Poet Laureate, and of Sir De Lacy Evans and Sir John Burgoyne, the heroes of the Crimea.

After the assent of the convocation is given to the conferring of the degrees proposed, the candidates enter the theatre in their appropriate gowns, preceded by an officer of the Univer-

sity, who, standing in the centre of the area in front of the Chancellor, presents to him, in a Latin speech, each candidate in order, upon whom the Chancellor confers the degree, and the candidate then walks up to the Chancellor, shakes hands with him, and takes his seat by his side among the doctors ; the students all along keeping up their performances. This ceremony is the most interesting part of the commemoration exercises. The audience have a fine opportunity of seeing the distinguished persons thus honored, and, with the exception of the noise and uproar made by the students, the ceremony is a very appropriate one. The Chancellor has a fine voice and presides in a very dignified manner. He, however, could not help occasionally smiling at some of the jokes let off by the students, and when he did so, the expression about his mouth reminded me very much of that of Chief Justice Shaw, when enjoying heartily a joke ; and indeed his lordship bears a sufficient resemblance to the venerable Chief Justice of Massachusetts, to pass for his younger brother. After the conferring of the honorary degrees, one of the Professors recited a Latin oration, in which allusion was made to the glories of Alma and Balaklava, received of course with cheers ; but soon the students waxed tired, and by their noise abbreviated the delivery,—the Professor, closing with a remark about time failing, sat down amid hearty cheers at his concluding. Then were recited by the successful competitors, the prize performances, consisting of a Latin Essay, a Latin Poem, an English Essay, and an English Poem. They were indifferently recited, but strange to say, the students paid pretty fair attention to them. These being over, the Chancellor announced that the convocation was dissolved, and thus ended the public exercises of commemoration. The services are much shorter in duration,—being less than two hours,—and they had, of course, far less of variety and public interest than those of our college commencements ; the part played by the undergraduates is an anomaly fortunately not known among us.

In the afternoon, there was an extraordinary occasion, the laying of the first stone of a new museum about to be erected by the University ; fifty thousand pounds having been appropriated for that purpose from its general funds. The arrangement for this ceremony was very well made. A platform was erected over the foundation of the proposed building, and was covered with an elegant awning, and served as the stage for the Chancellor and distinguished guests. In front was an enclosure reserved for ladies and gentlemen provided with tickets of admission, over which the flags of the different nations were displayed, and among which were two of the American at opposite corners. The corner course upon which the ceremonial stone

was to be laid projected through an opening in the platform, and was sufficiently elevated to be seen by the whole assembly. After the reading of a prayer especially prepared for the occasion, by the Chancellor, and the singing of a hymn by a large choir, the Chancellor proceeded to lay the stone, and he seemed to spread the mortar with his silver trowel, and to apply the square and level in a workmanlike manner. He then delivered an address, in which he declared the object of the University in erecting this proposed costly edifice to be, to afford greater facilities for the study of natural science and the practical arts, and declared it was their intention eventually to confer degrees upon the proficient in these studies. He concluded his address with an eloquent appeal to the friends of the University and of learning to give their endowments to this new enterprise, and announced that the Queen had signified to him her intention to defray the expense of procuring fine statues of distinguished men in natural science, to ornament the new building. The address was much applauded, and the services terminated with the singing of the National Anthem. Thus it will be seen that Oxford is now making a noble effort to do what our University at Cambridge, by the benefaction of Hon. Abbott Lawrence, was enabled some years since to accomplish: to engraft upon the old system of collegiate study a scientific and practical course.

There is much to interest one in the different colleges at Oxford, in their libraries, galleries of paintings, museums, and beautiful walks and enclosures. The courtesy and attention shown by the officers to stranger visitors are admirable; and I shall always remember with pleasure the three days spent at Oxford.

G. W. W.

METHOD OF STUDYING GREEK.

[From the dissertation of the celebrated Wythenbach, Professor of Greek at Leyden, printed in the preface to his *Selections from Greek Historians*.]

I MUST now say something of the *preparation* of your exercises; in which, if your lexicons lead you into any mistakes, I shall correct them in your recitations. Now at my lectures, you will not be silent hearers only; but you will be called upon to interpret passages of an author, and to answer such questions as I shall put to you. No one of you will fail to do this, who is desirous of making a proficiency in his studies; and of that, you will be desirous. In this way we shall reap the benefit of the Socratic method of instruction; while I shall, at the same time, discover the genius of each one of you, and be enabled to

accommodate myself to it. I shall draw out from you all your opinions, both true and false ; the former I shall confirm, and the latter will be eradicated. Every day's task will be first gone over by the elder pupils ; on the succeeding day, the younger ones will repeat it ; and by this method we shall obtain such a familiar acquaintance with an author, that there will be no need of further repetition, but all the pupils will be able to interpret an author together. This is *your* duty. As for *mine*, it consists of so many particulars, that it would be endless to enumerate them ; for it comprehends every thing which appertains to accurate interpretation ; and as you will learn them all by actual experience, it is unnecessary, and might appear ostentatious in me, to dwell upon them in this place. To sum up the whole in a few words ;—it is my endeavor to unite the useful with the agreeable, and in explaining authors, to imbue your minds with a just sense of their real beauties, and by the very pleasure of these exercises, to lead you up to the principles of the language and composition of the Greeks, as they are to be traced either in single words by means of etymologies and analogies, or as they are settled by usage in the construction of sentences.

After this part of your duty comes the task of *repetition* or *reviewing* your studies. This is twofold ; first, on the part of the master (which it is unnecessary here to explain) ; and secondly, on the part of the scholar. *This latter is to be continually practised at home, and HAS AN INCREDIBLE EFFECT IN ASSISTING YOUR PROGRESS ; but it must be a REAL and THOROUGH review ; that is, it must be AGAIN and AGAIN repeated. What I choose is this ; that every day the task of the preceding day should be reviewed ; at the end of every week, the task of the week ; at the end of every month, the studies of the month ; in addition to which, this whole course should be gone over again during the vacations :* for the review which is thus made in the vacations, being done more deliberately, is of the utmost efficacy in making you thorough scholars, and affords, besides, the greatest satisfaction by making you sensible of your own proficiency, and inciting you to persevere in your studies. For this reason, I have ever been struck with the good sense of our ancestors (among other things) in appointing vacations ; which were intended by them to give opportunity to the professor for recreation of body and mind, and to the pupils for reviewing their studies. Therefore, my estimable young friends, employ yourselves in the exercise of reviewing, and thus carry into effect the intentions of your wise ancestors. Having, then, during the vacation, gone over the whole of your preceding studies, you will anticipate and be prepared to meet those of the succeeding year ; such of you, I mean, as shall again return

to your studies in Greek literature. Nor will those of you, who may leave me and return home, wholly neglect in private the pursuit of this or any other part of learning, and thus consign to oblivion all your acquisitions. On the contrary, you will not fail to devote one hour, or part of an hour at least, every day, to these studies, on the same plan which you have followed under me; *for there is no business of life, no avocation whatever, which will not permit a man, WHO HAS AN INCLINATION, to give a little time every day to the studies of his youth.* And in case you faithfully keep up this practice of reviewing your Greek studies, I shall, in truth, be the most empty of all boasters, if you do not in a short time acquire such a familiarity with the language, that you will be able to read Greek with just the same facility as Latin authors, or even the writers in any modern language with which you are acquainted. I can truly say, that if I have made any progress myself in Greek learning, I owe it to this practice of reviewing.

It will not be out of place here, to give you some account of my own studies; for perhaps you may be incited by my example. When I was in my eighteenth year, I had learned about as much Greek as you generally know after being with me four months. I diligently attended the professors, both in literature, and in the more profound parts of knowledge, as we are accustomed to speak; but all, with very little advantage. I appeared indeed to others to have made some progress, but I did not feel sensible of it myself; I repented of my labor, and looked around for room to take a higher flight. I returned to my studies, and determined to go over them again under the guidance of my own feelings. I did so; and indeed advanced, in this way somewhat farther than I had done during the period, of my attending the professors; but still I accomplished nothing in comparison with my expectations, and I gave up the whole in disgust. I then went from one study to another, but they were all alike repulsive and irksome; and yet, like one whose appetite is disordered, I was constantly seeking for some intellectual nutriment. I at length recollected the pleasure which I took, when a boy, in the study of Greek, and I began to look round for some book that I had formerly read. I took down from my shelves the little work of Plutarch on the Education of Children, and read it once. I then went through it a second time. This was truly a task, and was far from affording me any pleasure. From Plutarch I betook myself to Herodian, which gave me rather more pleasure, but still did not satisfy me. Then, as by chance, I met with a copy of Ernesti's edition of the Memorabilia of Xenophon, an author whom I had as yet known merely by name; and I was wonderfully captivated with the indescribable suavity of that author; and yet I was not so

fully sensible of his excellence at this time, as I was afterwards. In reading and studying this work, I made it a rule never to begin a section without re-perusing the preceding one; nor a chapter nor book, without going over the preceding chapter and book a second time; and finally, after having finished the work in that manner, I again read the whole in course. This was a labor of almost three months; but such constant repetition proved most beneficial to me. The effect of repetition seemed to be, that when I proceeded from a section or chapter, which I had read twice, to a new one, I acquired an impulse which bore me along through all opposing obstacles; like a vessel, (to use Cicero's comparison in a similar case,) which having once received an impulse from the oar, continues on her course even after the mariners have suspended their exertions to propel her.

I have therefore constantly adhered to this practice of repeating or reviewing. After having thus acquired some knowledge of the Greek language, and by means of Ernesti's short notes become acquainted in some measure with the principles of interpretation as well as with books, I resolved to devote myself to Greek literature; and from that time I commenced the reading of the Greek authors. I began with Homer's *Iliad*, of which, while a boy, I had read about a hundred lines in the first book. I read it at this time in the same manner as I had done Xenophon's *Memorabilia*,—that is, continually repeating each portion that I studied; and I finished the whole in two months. I regretted that I had used Schrevelius; for by following him, I was led into very many errors, to correct which afterwards cost me much time and labor. Oh! that I had then known and enjoyed the benefit of being directed by the light of the Hemsterhusian method, which is now enjoyed in the schools of Holland and is accessible to you; and so much the more sure you may now be of making a proficiency in your studies, as your advantages are greater than mine were in my youth. But to return.

I proceeded with Homer, rather because it was necessary than because I found it agreeable; for I was not yet sensible of the powers of that divine poet. I have known other young persons experience the same thing; the cause of which I afterwards understood, but it would be tiresome here to explain it at large. I therefore took up Xenophon in conjunction with Homer, and gave the greatest portion of my time to his works, which I almost devoured; so easy were they to me, that I was rarely obliged to use a lexicon, for every thing was intelligible from the connexion of the sentence. I had, moreover, a Latin translation, which was of use to me at my age, but never is to boys at school. I thus went through all the works of Xenophon (except the *Memorabilia*) four times in four months. I now

began to think there was no author that would not be easy to me; and I took up Demosthenes. I had an edition with the Greek text only, accompanied with the Greek notes of Wolfius. Alas! darkness itself! But I had learned not to be deterred on the first approach, and I persevered. I found greater difficulties than ever, both in the words and in the extent of the orator's propositions; but, at last, after much labor, I reached the end of the first Olynthiac. I then read it a second and third time, when every thing appeared clear, but still I found nothing of those powers of eloquence of which we hear so much. I doubted at this time whether I should venture upon another of his orations, or should review again the one which I had just read; I decided however to review it; and (how wonderful are the effects of this practice, which can never be sufficiently recommended!) as I read, a new and unknown feeling took possession of my mind. Hitherto in reading the Greek authors, I had experienced only that pleasure which arose from understanding their meaning and the subjects discussed by them, and from observing my own proficiency. But in reading Demosthenes, an unusual and more than human emotion pervaded my mind, and grew stronger upon every successive perusal. I could now see the orator at one time all ardor; at another, in anguish; and at another, borne away by an impulse which nothing could resist. As I proceed, the same ardor begins to be kindled within myself, and I am carried away by the same impulse. I feel a greater elevation of soul, and am no longer the same man. I fancy that I am Demosthenes himself standing before the assembly, delivering this oration, and exhorting the Athenians to emulate the bravery and the glory of their ancestors; and now, I can no longer read the oration silently, as at first, but aloud; to which I am insensibly impelled, by the strength and fervor of the sentiments, as well as by the power of oratorical harmony.

Pursuing this method, I read almost all the orations of Demosthenes in the course of three months; and by this means being the better qualified to understand the Grecian writers, I was more than ever delighted with Homer, and soon finished reading him; after which I employed myself more advantageously upon other authors. The next I began was Plato, with whose works I am persuaded I never should have been so much captivated, if I had not brought to them an ardor, which was ever the more ready to kindle in consequence of the excitement produced by the study of Demosthenes. There is, indeed, in Plato an exuberance and force of genius, tempered with a certain sedateness, yet diversified as well as inexhaustible, which cannot fail to soften and move the most inflexible reader. In Xenophon, it is true, we see a perfect and highly wrought pic-

ture of Socrates ; yet it is but a picture. But in Plato we see Socrates himself in every thing except his material form ; he lives, breathes, speaks and acts ; and invites the reader to participate with him in all he does. I should add, that I was wonderfully aided in understanding him by Ruhnken's observations on Timæus's lexicon, from which I derived all that light which enabled me to perceive the powerful influence of Plato's genius throughout the world of letters. After this I proceeded to all the other classic authors of the first rank, and the philosophers and sophists of the later periods ; not omitting even those of the fathers, whose writings were connected with ancient learning. This whole course of reading, from the time I began Xenophon's Memorabilia, was accomplished in four years ; and I gave an account of it in a letter to Ruhnken, informing him that he had, though without knowing me, been a guide to me in a most efficacious and sure method of study.

ANOTHER VICTIM.

On the second day of November, 1853, William H. G. Butler fell a victim to Southern chivalry while in the discharge of the duties of his profession. With the details of this affair our readers are already familiar. We have now to record the similar fate of a teacher in Mississippi. This shocking affair occurred in Pontotoc, June 11th, and is described by a correspondent of the N. Y. Evening Post, as follows :—

Professor C. S. Brown, assisted by Rev. M. B. Feemster as associate principal, has for several months had charge of the "Pontotoc Male Academy," and having occasion a few days prior to this fatal event, to discipline, for some misdemeanor, one Cary Wray, a lad of about twelve years of age, inflicted upon him a moderate chastisement. This merited correction called forth a very insolent remark from John, an elder brother, who twice declared to Professor Brown that if he whipped his brother again there would be a *fuss*. This occurring some time in the latter part of the week, no particular notice was taken of it till the school re-assembled on Monday morning, when the sentence of expulsion was pronounced upon him by Mr. Feemster, to whose department he belonged.

The expelled student soon communicated what had happened to his friends at home. What plans were discussed, or what advice given, in the councils of his friends, we know not, but from what quickly followed it is not difficult to conjecture.

Keith Wray, a young man about eighteen years of age, engaged in the study of medicine in one of the medical firms

of this place, entered the office of his preceptors between ten and eleven o'clock, A. M., and in a fit of great excitement asked for pistols. To the inquiry what he wanted of them, he replied, "Give them to me, and you will soon see;" using Brown's name in connection. Failing for some reason to obtain weapons here, he next went to the printing office, where he found three or four of his more intimate associates, from whom he procured a bowie-knife, nine and a half inches in the blade, and a six-barrel pistol, which was then carefully charged for the occasion.

With these weapons of death concealed upon his person, this son of "Southern chivalry," with the pacific advice "to keep the law on his side," set out upon his mission of peace to seek satisfaction at the hands of Brown. Repairing to the academy about twenty minutes before noon, he addressed himself to Mr. Feemster, with the request to tell Prof. B., who occupied an adjoining room, to come out doors, as he wished to settle the difficulty between him and his brother. Mr. F. replied that Brown was busily engaged hearing recitation—besides, the call to settle difficulties appeared to him quite unreasonable. Wray, with some warmth, repeated his demand, saying that he desired "to see him and settle the difficulty now."

Mr. F. observing the state of excitement under which he was laboring, and fearing that he might act rashly, advised him "to go away, become cool, let Reason resume her sway, that you may be able to act like a man." To this salutary advice he warmly replied, "Tell Brown I will see him on his way home and settle the matter with him then." After the close of the school, Wray's request was communicated to Prof. B., and after a short consultation between the teachers, as to the probable design of the young man, they, conscious of having done nothing but their duty, came to the conclusion that no apprehension need be felt, and impressed with this conviction, separated for their respective homes, each taking his own road, leading in different directions.

Professor Brown had not proceeded more than three hundred yards from the academy, about half way across the public park, when he was met by Wray, who had stationed himself in partial concealment by the wayside, and rudely addressed him in the following manner; "You have been imposing on my brother." To which Brown, with great mildness, in substance replied, that in what had been done he had acted in the conscientious and fearless discharge of his duty, and for the justice of his conduct he was "willing to leave it to any reasonable man in town. I will explain the matter to you," said he.

But, before time was given for explanation, Wray, regardless

of the advice of his friends to "keep the law on his side," and thirsting for the blood of his victim, angrily uttered the still more insulting words, "you are a d—n dog," and instantly aimed a blow with his fist at the face of Brown, who, with the instruments of death now for the first time revealed to view, saw that his days were numbered, unless by superior strength and activity he could by a single blow strike his antagonist to the earth. Drawing his only weapon of defence, a little riding whip which by chance he had in his pocket, he entered the fearful struggle between life and death.

But alas! how short the conflict! how tragic the result! In an instant the glittering blade flashed in the meridian sun, and soon the ill-fated Brown staggered, and reeled, and fell to the earth a lifeless corpse, pierced with seven horrid wounds.

The above is a summary of the testimony as given by the witnesses of this mournful tragedy. Never was there a deeper feeling of indignation pervading any community than has been awakened here by this melancholy event. The loss of such a man, under such circumstances, and in a community, too, enjoying a high character for sobriety, order and refinement, has produced the most profound sensation. The affair has undergone a thorough investigation in the magistrates' court, and the youth been committed to prison, notwithstanding the vigorous efforts of his friends to forestall justice by promptly securing all the legal counsel the place affords.

Space will not allow me at this time to speak but briefly of the character and many virtues of the deceased. Suffice it to say, that Professor Brown was a native of New Hampshire—a graduate of Dartmouth College—a ripe scholar, a high-toned gentleman and a devoted Christian. In classical and metaphysical attainments he had very few, if any, superiors in this country. In the cause of education he was quite an enthusiast, and had devoted something over twenty years of his life in the business of teaching.

HIGH SCHOOL IN WAYLAND, MASSACHUSETTS.

WE recently enjoyed the pleasure of a visit to the High School which has been established in the town of Wayland. A brief history of this school will be of service to many of the towns in this State, if they are disposed to profit by an example of enterprise and liberality. The population of Wayland is about one thousand. The pursuits of the people are chiefly agricultural. The amount of wealth is small, even when compared with other towns of the same size. The total valuation

of the town in 1850 was \$479,000. The territory is unfavorably situated for the accommodation of the inhabitants in one central High School. The extreme length of the town is not less than six or seven miles, while the average breadth is not more than two, or at most not more than two and a half miles. It will be observed that the law does not oblige the people of Wayland to establish a High School. At the regular town meeting in the spring of 1854, the subject of abolishing the district system and of grading the schools was submitted to the people. This measure would, of course, involve the establishment of a High School. The proposition was carried, though not without the vigorous opposition which usually attends the adoption of any new measures in the cause of education. At a subsequent meeting an attempt was made to reconsider the vote of the previous meeting, but without success. A committee was appointed with almost unlimited powers to build a school-house for the accommodation of the High School. This committee took liberal views of the work which was assigned to them. They had regard, not merely to the present, but to the future wants of the town; they took into consideration, not merely what "*would do*," but acted with reference to the demands of a truly higher education. One of the pleasantest spots in the village was selected, and on it was erected, after careful deliberation, a school-house, at an expense of not less than \$6000; of a style of external architecture which renders it an ornament to the town, and with internal accommodations which will compare favorably with those of any other High School-house in the State. As might have been expected, this policy adopted by the building committee exposed them to the severe censure of those who had opposed the establishment of the school. The organization of the school, however, was completed in accordance with these generous and enlightened views, and it went into practical operation in the early part of December last, under the care of Erastus N. Fay, Esq., a recent graduate of Dartmouth College. We have deemed these statements of sufficient importance to occupy a place in our pages, knowing, as we do, that a very different course has been pursued in many towns in the State, and with entirely unsatisfactory results. When a High School is first established, in many places it is not unfrequently the case that the "town hall" is appropriated to it, or it may be that a private room is at first leased for its accommodation, and the experiment begins under circumstances which can present no hope of its ultimate success. We are quite conscious that something more than a good school-house is requisite to make a good school. We have seen excellent discipline and culture within walls in no way favorable for securing these results; and we have

seen listlessness, indifference, and confusion, where all around seemed calculated to inspire and elevate the youthful mind. There may be found, we doubt not, within many a mud-walled cottage, more of order, cleanliness, and true Christian civilization, than can be seen in many a mansion whose exterior seems to promise the highest degree of refinement, and where there ought to exist the highest degree of virtue. It would, however, be poor logic to infer from these facts that it is at all a matter of indifference whether a school-house be well or ill suited to the purposes to which it is devoted. It is of the highest importance, in order that a school may be successful, that it be properly accommodated. How often is the discipline of the school complained of, when, if effects were carefully traced to their causes, it would be found that the school-house was the source of all the trouble. How often is the teacher required to enforce the observance of order and of moral law, in violation of some of the fundamental laws of our physical natures.

The people of Wayland, in making liberal provisions at the outset for the comfortable accommodation of their children at school, have acted economically and wisely. Can any doubt that in ten years, if the High School be carried on in the spirit in which it has been begun, the town will be far richer than if it had never been established? It should not, however, be forgotten that a most important work remains yet to be accomplished. It is not difficult in the first gust of enthusiasm which attends any important movement in a country town, to receive a high degree of success; but it often happens, after the novelty and excitement have passed, that no interest can be aroused, and that which was commenced with energy is continued only with indifference, and finally ends with disappointment, and it may be even with disgrace. It remains to be seen whether the people of Wayland will go on with what they have so nobly begun; whether the adjoining towns, incited by their example, shall be encouraged to do likewise; or whether the failure of their experiment shall prove a warning to their less enterprising neighbors. The friends of education in Wayland should remember that the time of sternest trial is yet to come. A few years of persevering effort will place their school beyond the reach of opposition, and render it a blessing and an ornament to the community.

We cannot but notice briefly, in this connection, another important means of education enjoyed by the inhabitants of Wayland. A few years since, Dr. Wayland, president of Brown University, offered to the town five hundred dollars for the establishment of a town library, on condition that an equal sum should be raised by the inhabitants of the town. The donation was gratefully accepted, and the result has been that the

largest and best selected town library which we have ever seen is placed at their disposal. This library has been most admirably managed, and has a very extensive circulation among the people. We hope that the High School and the library will never lose their hold upon the affections or pockets of the people.

THE CLAIMS OF CLASSICAL CULTURE *upon the attention of American Teachers and American Schools. A Lecture delivered before the American Institute of Instruction, at Providence, R. I., Aug. 9th, 1854. By Elbridge Smith, A. M., Master of the High School, Cambridge, Mass. Cambridge: Thurston & Torrey. 1855.*

THE title of the lecture noticed above, does not give a clear idea of the author's subject, or, rather, of his manner of treating it. While he uses the general term *classical culture*, his chief aim is to present the claims of the *English* classics upon the attention of American teachers and American schools. The subject thus viewed is comparatively new. At the eighth annual meeting of the Mass. Teachers' Association, held at New Bedford, Nov., 1852, a very able and interesting lecture was given by Prof. Felton, of Harvard University, on "The English Language, as a Branch of Study in our Common Schools." More recently still, Mr. Smith, of the Cambridge High School, has presented the same subject in a highly acceptable manner, before several of the county associations in the State: and in the lecture we are noticing, he has treated the subject so ably and with such fulness and clearness of illustration, that, on one side at least, he has left nothing to be said.

It is not our design to enter into a criticism, or give an analysis of the lecture. No analysis for which we have either time or space, would do justice to the author, or answer the purpose for which the lecture was intended. Our object simply is to acquaint the readers of the "Teacher" with the fact of its publication, that those who had the pleasure of hearing it may have the double pleasure of studying it at their leisure; and that all teachers may be informed where they can find the claims of the English classics discussed with marked ability by one of the most accomplished and successful teachers of the State.

We have said that the subject is comparatively new; but it is not to be inferred that it is, therefore, a crude, unpractised theory. When, in 1852, Prof. Felton gave the lecture to which we have already alluded, he pointed with pride to the Cambridge High School, where his views had been in successful operation for a considerable length of time. So far as we know,

Mr. Smith's school was the first to embrace in its curriculum, a thorough and systematic study of the best authors in our language.

In the Cambridge School Report for 1854, we find the following works and authors laid down in the course of study for the High School. Scott's Poetical Works, Longfellow's Evangeline, Campbell's Pleasures of Hope, Goldsmith's Traveller and Deserted Village, Milton, Everett's Orations, Webster and Hayne. These works are not merely read over hastily and without care, but, we have reason to believe, are thoroughly *studied* and thoroughly *taught*. Every pupil is required to learn a minute and correct analysis of the poem or work in hand. All the allusions, historical, classical, and geographical, must be carefully looked up; every peculiarity of expression is discussed, and the attention of the pupil directed to all the beauties and niceties of the language. It needs no argument, we think, to prove that such a course of study and instruction must be of immense advantage to the child. When we think of the opportunities which we enjoyed, or rather did not enjoy, of acquiring a knowledge of the English language, we look with feelings of envy, we fear, upon those so much more highly blessed. And if one thing more than another makes us sigh for the return of our school-boy days, it is that we might receive the benefit of just such a course of reading as that now pursued in the Cambridge High School.

But this training Mr. Smith would not confine to the higher schools alone. "The range of classical reading in our own vernacular is sufficiently extended to meet the wants of all grades of our public schools. No child can be found in an American school-room so young as to be beneath the influence which may be derived from some of the great masters of language and thought. The child who is taught, and taught rightly, a hymn of Mrs. Barbauld or Dr. Watts, becomes as really a classical scholar, as he who has studied all the literature which was produced in the city of Minerva."

Whether classical culture can be carried to this extent, we are not yet prepared to give a decided opinion. It is certain, however, that, so far as the experiment has been tried, it has met with entire success. The subject is well worthy the attention of teachers; and we commend to their consideration the able exposition of it by Mr. Smith, whose lecture we regard as one of the best ever delivered before the American Institute of Instruction.

M.

BERKSHIRE COUNTY TEACHERS' ASSOCIATION.

A report of the last meeting of this Association will appear in our next number.

Resident Editors' Table.

GEORGE ALLEN, Jr.,.....*Boston.* } Resident Editors. { ELBRIDGE SMITH, *Cambridge.*
O. J. CAPEN,.....*Dedham.* } { M. S. STEARNS, *Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE 26th Annual Meeting of the American Institute of Instruction, will be held in Bath, Me., on the 21st, 22d, and 23d days of August. Lectures will be delivered by Professor Taylor Lewis, LL. D., of Union College, Schenectady, Rev. G. Reynolds, of West Roxbury, Mass., Rev. F. D. Huntington, of Boston, Prof. B. F. Tweed, of Tufts College, Somerville, Mass., Prof. J. G. Hoyt, of Exeter, N. H.

Discussions will be held on the following questions:—

1. Ought the State to furnish its Citizens with Free Collegiate Education?

2. The Relative Importance of Classical and Scientific Studies in the American System of Education.

An able Reporter has been engaged, and a full account of the meeting may be expected in the October number of the "Teacher."

LITERARY INTELLIGENCE.

We seem just at this time to be reaping an abundant harvest of Geographies. In no one department of common school instruction has the deficiency of suitable text-books been greater than in geography. But within a few months, several new ones have made their appearance, and we notice announcements of others which may soon be expected. We have received specimen sheets of the following:

"A New Series of School Geographies, published by J. H. Colton & Co., N. Y." This Series comprises the following parts:

1st. "Colton and Fitch's Primary Geography—A Treatise for the Younger Class of Scholars."

2d. "The Common School Geography."

3d. "The American School Geography."

We notice in the cartography of these works a decided improvement. There is no department in which we are more deficient than in the execution of maps. We ought to be willing to put up with many deficiencies in other respects, provided we can have *really good maps*.

The publishers of the above volumes also announce "Outlines of Physical Geography, by George W. Fitch, Esq. Illustrated by six maps and numerous engravings."

Hickling, Swan & Brown, of Boston, will shortly publish

a work on Physical and Political Geography, by Cornelius S. Cartee, Esq., of Charlestown.

Cowperthwait, Desilver & Co., of Philadelphia, have also in press a text-book on Physical Geography. We should also mention that the Appletons of New York have also in course of publication another series of Geographies by Miss S. S. Cornell. Of this series two numbers have appeared.

Lastly, Phillips & Sampson, of Boston, have published "My First Geography for Children; by Mrs. Harriet Beecher Stowe." This is also the first of a series, and is every way worthy of the attention of teachers.

Mr. A. R. Dunton has prepared a set of copies, consisting of sixty-four numbers, with the view of making his system more complete.

Mr. Dunton's system is becoming daily more popular with teachers in and near Boston, and we hope soon to see it generally introduced. It is recommended by the Principals of the Boston Latin and English High Schools, *and by all who have used it.*

ROXBURY SCHOOLS.

We have received the printed report of the School Committee of the city of Roxbury, together with the general report submitted by the chairman of the Committee, Hon. Bradford K. Pierce. Mr. Pierce, in the course of his report, alludes to the fact that during the past year the system of public education in Roxbury has been completed by the establishment of a High School for girls, which is now in a state of successful experiment. The increase in the annual school expense of the city has been very slight, notwithstanding the addition of this provision for the highest culture of female youth, the superintendency of the grammar schools for girls having been placed in the hands of ladies, and the expense thus decreased to an amount nearly equivalent to the sum required for the High School for girls. The report says that the new lady principals "have succeeded admirably in their responsible positions. The plan is considered no longer an experiment, but a well-established policy; and, while it has the recommendation of economy, it offers a higher recompense and a worthier field of development for the sex than she has been accustomed to receive." During the past year, a grammar school for girls, upon Gore avenue, and two primary buildings, each containing four schools, have been added to the public property of the city.

The report states that it is desirable to raise, as soon as practicable, the standard of the grammar schools of the city. The higher the standard of graduation there, the greater will be

the benefit that the pupil will receive from his High School training. It also speaks of the importance of employing a general superintendent of schools, appointed from within or without the School Committee, and states that it may be advisable for the School Committee to take measures at an early day for bringing before the City Council the question of constituting the Mayor of the city *ex-officio* chairman of that body.

The Latin and English High Schools maintain the high position which they have always held among schools of corresponding rank and character in the community. All the youth of the city, of suitable qualifications, have free access to them, the city paying annually such an amount as may be required, above the income of the fund, to meet the current expenses. About two thousand and six hundred scholars attended the free public schools of Roxbury during the three months ending the 25th of May last.—*Boston Journal*.

THE NORMAL SCHOOL IN WESTFIELD.

FROM a catalogue of the State Normal School at Westfield, we learn that the number of students who have been instructed in that institution during the past year is one hundred and eighty-three, of whom forty-two were males, and one hundred and forty-one females. The number of graduates this year is thirty-six, one-third of whom are males. The Westfield school, it will be remembered, was opened at Westfield in 1844, and has since then been under the charge successively of Rev. Dr. Emerson Davis, of David S. Rowe, A. M., of Mr. John W. Dickinson, and of Mr. W. H. Wells, A. M. Mr. Wells is the present Principal, and under his superintendence it maintains a high character for thoroughness.—*Boston Journal*.

ARITHMETIC AND ITS APPLICATIONS; *designed as a Text Book for Common Schools, High Schools and Academies.* By Dana P. Colburn, Principal of the Rhode Island State Normal School, Providence. Philadelphia: H. Cowperthwait & Co.

WE have been favored with an inspection in proof of some two hundred pages of this work, and we feel justified in asserting that for accuracy, clearness of expression, and copiousness and good arrangement of materials, it excels all arithmetical works that have been published. From what is well known of Mr. Colburn's enthusiasm in his favorite subject, his numerous friends expect from him a useful work, and they will not be disappointed. We hope to give it a more extended notice when it shall appear from the press.

MATHEMATICAL.

ERRATA. On page 220, line 11, after the word "any," the word "rational" should be inserted. The sentence would then read as follows: — "Now p may have any rational value," &c.

On page 222, line 10, read $\frac{3}{2}$, instead of $\frac{2}{3}$. Same page, line 31, read "numerator" instead of "number." In justice to the writers of the articles, we would say that these are not errors of the manuscript, and that they were corrected in proof by the Local Editors. Nor are we at all inclined to find fault with the proof-reader connected with the establishment of Messrs. Damrell & Moore, whose almost infallible accuracy and good judgment have been conspicuous upon the pages of this Journal for years, and in whose hands we have always deemed the "TEACHER" perfectly safe.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE MASSACHUSETTS TEACHER.

Vol. VIII, No. 9.] W. G. GOLDTHWAIT, EDITOR OF THIS NUMBER. [September, 1855

AT WHAT AGE SHOULD CHILDREN ENTER SCHOOL?

✓

"Then infant reason grows apace, and calls
For the kind hand of an assiduous care."—*Thomson*.

THE last number of the Teacher contained as its leading article an essay upon this subject: "At what age should a boy enter college?" The question was well answered by one very capable of judging. A more important question is this: At what age should children enter school?

This question is more important than the one alluded to, because the mass of school-goers is immensely larger than the number of those who ever enter the walks of college life. Many considerations urged in that excellent reply, may be adduced with equal weight in the settlement of this question. This matter also concerns teachers, for the whole after progress of the pupil, for which our profession seems to be held responsible, may depend upon the manner of beginning. And then with regard to any particular teacher, it is a matter of no small importance with him in estimating the probable results of his labor, whether he shall scatter and dissipate his influence upon all in the village, from the cradle to early manhood, or confine his ministrations to those who are appropriate to his labors and ready for the seal. It therefore intimately concerns teachers, and is appropriate to this magazine. It should be borne in mind also that teachers can exert great influence with parents, and aid much in bringing about a reform, if desirable.

At what age, then, should children enter school? We reply, at a much later age than our laws seem to contemplate and is now common in New England. Most children become amenable to teachers at the age of four or five, and our yearly returns mention a large number even younger than four. Exactly

where the gradation finds its lowest step, we are ignorant ; but evidently the neighboring realms of the nurse and the teacher somewhat over-lap each other, like adjacent colors in the solar spectrum. Contrary to the axioms of philosophy, the cradle and the desk occupy the same space at the same time. The period of school-going closes perhaps, as a general estimate, at fifteen or sixteen ; it may be earlier or later, that will not affect the question. Our object of course is to accomplish a certain result previous to that time ; so much discipline is to be secured, so much knowledge acquired, and in one way and another, so much progress made. Now it seems to us a grave inquiry, whether, if pupils were to date their acquaintance with books a little farther from the cradle, they would not in the end know more ; if they commenced later, would they not travel farther ? It is said of some of the Spanish libraries, that if they were diminished in bulk, they would be increased in value. Might not as much be said of the (early) period of school-going ?

It is very true that the common opinion and practice are in favor of early school-going. But most of this springs, we fancy, from the erroneous idea that education is derived only from books, and that the child never begins to *learn* till he has dabbled in the phonography of the English tongue and learned to spell "baker." Whereas education is really manifold in its departments, and is derived from almost numberless sources. It refers to all the intellectual faculties, to the moral feelings, to the body. It embraces the manners, as well as the mind ; it trains the eye and hand, as well as the heart. It is derived from the silent influence of friends and associates, from experience, from observation, from conversation, as well as from books and the school-room, and we may add, vastly more. The "literary games," as the Roman denominated schools, perform but an insignificant part in the acquisitions of early life.

Now whatsoever of heresy there may be in this article, lies in this, that we advise to less haste in wedding the child unto letters. Let us not crowd the columns of orthography and the Numeration Table into the preface of life. Young childhood asks for different food, has other things to do. The body is to grow ; "the first duty of every child is to grow ;" the windows of the senses are to be opened to whatever is beautiful and good ; the perceptions and tastes are to be rendered delicate or maintained so ; and above and beyond all, the moral and religious feelings are to be cultivated. The harp-strings of life are, it is to be hoped, strung in beautiful harmony. Let us endeavor to keep them so, at least through the period of infancy ; let us throw across them, as it were, the stalks of flowers, and awake them in unison with the songs of birds, and make them pour forth the

"songs of the affections," and be not so very particular and orthodox to teach them, as the first lesson of early life, exactly how many days' travel it is from *a* to *ampersand*.

We who are older have passed through this probation ; and we have no complaint to make ; we thank those who went before us for their efforts to save us ; they pounded hard upon our excrescences to get us into shape, and such painful effort in our behalf demands at least an acknowledgment. But for all young children who have just flown in at the eastern windows of being, we earnestly hope and pray that nature and providence may be permitted to write at least the title-page of life clean and white, without a thrusting in of the Arabic figures and the alphabet.

If it be asked at what age the child may enter the school-room, we reply that no precise age can be assigned ; it may vary in different cases. But if we now admit at four or five, we have no doubt that eight or ten would be far preferable, while perhaps some intermediate age, as seven or eight, would for most be better than either.

Again, if it be asked what advantages would result from the change, we reply, in the first place and what is of least importance, the *cost and trouble* now incurred by sending such pupils to school would of course be diminished. And even if an equal number of schools must be maintained, and teachers employed, what is now spent on a larger number of pupils would be concentrated on fewer, and consequently, as we may suppose, would be productive of greater results. Again, there would be less exposure of *health*. Confining infancy during the inflexible six hours a day in what one without extravagant hyperbole calls the "mephitic dens" of the school-room, cannot be the very best way to lay the foundation of perfect health. There has been great improvement in ventilation and cleanliness, it is true ; but Massachusetts has yet school-rooms enough that set at defiance all sanitary rules. And even under the most favorable circumstances of the modern schools, any attempt to transfer the tutelage of these early years from the mother to a stranger, and establish for hours over the buoyancy and exuberance of infancy the necessary order and quiet of the school-room, whether on slab seats or in patent chairs, would seem unnatural, if not unhealthful ; and we believe nothing would justify it, in the estimation of community, but iron custom and the feeling that the child must at all hazard be *educated*. Are not young children best off at home ?

There would also be less exposure of *morals*. Schools are too often schools of vice. Vice is contagious. It is sadly true of many a school-room, that what one relative of Cain knows of crime and lust, all know. Signs and terms that would be an

insult to virtue soon form "the circulating medium." The instructor does not give all the instruction in that room, or a tithe of it. Such knowledge, like air and the liquids, always tends to an equilibrium in the dense population of such a realm. And strange as it may seem, virtuous sentiments are not half so successful in maintaining their ground; vice has the advantage of being perfectly indigenous to the soil.

The good reader will pardon us for saying that the burden and curse of the original sin are heavy enough, without having our infancy systematically inducted into crime! How many a parent knows all this; but he supposes that from the foul contact there is no escape, "for then ye must needs go out of the world;" sooner or later the wave of corruption must be met; and so from a feeling of necessity, and hoping that his child will form a favorable exception, he plunges him into the revolting baptism. We know the objector will say: The associations are to be made; the risk is to be run at a later period, if not now. We simply reply: The later the better.

Again, we believe that pupils would *learn with more rapidity*, coming later to books; so that what had been lost in time, would be more than made up in speed. This is of course incapable of exact proof, for the lines of latitude here in Massachusetts pass over but few pupils with whom we could experiment; almost all have been sent early to school, except some stubborn cases that are too hard for the file. But in our experience in teaching on other parts of the map of the United States, we often had pupils who had reached the age of twelve or fifteen and had not enjoyed the aid of schools. They had the art of reading, and some rudiments of the elementary branches, won from ignorance under the parental roof; but according to our standards, they were exceedingly backward. But when once enlisted in the career of knowledge, they made more rapid progress than New England pupils under our care often have. They felt the importance of learning; they were mature, and as one could not but predict, they made most rapid learners. And we may add: they had not to unlearn so much that had been learned wrong. Knowledge had with them the freshness of the first taste.

Not so in our later experience; in our attempts to make pupils learn thoroughly, and learn the reason of what they might acquire, (difficult task!) we have often thought that if they could have entered the school-room at a much later period, with only a knowledge of reading and a few of the rudiments, and then learned a few things, and learned them absolutely well, and in the exercise of the thinking powers, it would be far better for the succeeding years. At least, constant travel would not have rendered the ground familiar and disgusting.

Fewer pupils at fifteen would regard themselves as educated, when they are only inflated. If they could have climbed its columns of Addition and the ground rules, and obtained even one *clear* view of the adjacent country, how much better than to travel all the way from Numeration to the end of the Roots in a mist, as too many do. If such uncertain pupils ever know anything as they ought, they must travel this ground all over again; and herein lies the hardest labor of all succeeding teachers. Pray let us inquire how great would have been the loss in such cases, if, with the exception of the rudiments spoken of (which ought to be acquired at home,) the early drill and routine and *rote* had been consigned to utter annihilation. Whether or not other teachers have had similar thoughts, we are ignorant. We "speak to wise men; judge ye."

Again we say what has been already implied, that early confinement in the school-room often creates a disgust at everything bookish, for which no equal advantage is gained. It is but a little while since we were young, though now and then a silver hair reminds us already that the morning is waxing towards the meridian of life. We knew those in our early days who marched obediently enough into the close air of the school-room and sat down upon the old oaken benches with backs perfectly aplumb or no backs at all, during the long days of childhood. Excepting a few moments each half day when they were called to the master's knee and took an observation on the hieroglyphics of the alphabet, they sat and silently *endured*. Their feet were suspended above the floor by the knee joints; like good Catholics they made the sign of the cross with their decent hands in the lap, and through it all simply *wondered why they must be held prisoners thus* during the weary summer days, when their fathers and elder brethren were in open meadow and field at large. The only answer to this question the sagacity of childhood could ever evolve was, that it was a part of the inflexible recipe for making adult wisdom. They submitted with a heroism worthy of older men. The extent of their rebellion, (excepting a few misdemeanors for which however they gave ample atonement according to rule,) was firmly resolving, that if ever through such probationary trial they attained to the blessedness of being full grown men, they would bid a welcome and final adieu to all teachers and books. And we have reason to suppose that most of them, in their persevering disgust of knowledge, have never suffered a relapse. Whether a different early training would have had a different sequel, we do not affirm. We only say again: we "speak to wise men; judge ye."

If it be asked now: shall the child have no instruction in books till the advanced age of eight or ten? We reply: He

would better have none, than adhere to the common mode. Better that young life should have no knowledge of letters, than confine children so young. But this is not necessary. Children often learn to read of their own accord. And then what parent is there so in bondage to the love of gain and work, as not to teach his child some of the rudiments of knowledge, of reading, and such few things as are proper to infancy? The parents are supposed to be the best friends; they ought, in all these respects at least, to be the best instructors of their child. We believe that in "the good time that is coming" much of the instruction that is now conveyed in the school-room, will be conveyed at home. We earnestly long to see the advent of that period. If, as it is sometimes said, the fathers and mothers generally are *unable* to teach their children, we are sorry for them; if they have allowed grammar and fractions and letters even to become entirely submerged in the Black Sea of care and work, there is something wrong in our modes of early instruction, and there is call for reform; or the primary ideas in community on the subject of education are wrong; for education, like religion, is certainly designed to be with our advancing years only more and more an ornament and support to us on "the march of life." What the parents have learned, then, in their early life, together with the rich fruits of their experience and observation, they ought to be able to communicate to their youthful charge. And we do not now think of a pleasanter sight in this world, or a better type of heaven, than a happy family circle habitually lighted and warmed by religion and knowledge, where "corner stones" are thus "polished after the similitude of a palace." We say, then, that children ought to acquire at least the rudiments at home. And if in any case they cannot, it is sad evidence against that home, and against the ingenuity and faithfulness of the parents.

We are aware that these views will not meet with general acceptance, for they are contrary to the received mode. But this ought never to be a source of alarm in this progressive world, where what is *known* to be true in one age or year, is often disavowed and taken back by the wisest men in the next. It is but a few years since the small number of those who contended for the abolition of slavery were considered to be deranged; now the derangement is alleged with regard to the still smaller number of those who do *not* contend for the same thing. So the lesson conveyed by the "Infant Schools" of twenty-five years ago upon the effect of early associated training, is most instructive. It seems to us quite possible, that even now in our ordinary instruction of young pupils and admitting them to the school-room, we may be too near the same extreme.

We are aware also that many objections will be made, and many will *know* that community is now sufficiently correct in theory and practice on this subject. Many disinterested mothers, for instance, will arise and say that they need the help of teachers to take care of their "olive plants;" it is a relief to have them in the school-room a portion of the day. We most respectfully suggest that if they really wish their children out of the way, there are some practices among the *unchristian* mothers of India and China, by which they are put out of the way altogether. We know that it will also be said, that if the "junior class" are not in school, they will be in worse employment and learn worse things abroad. We simply reply to that, that when we are thoroughly persuaded that fathers and mothers generally implore the help of teachers to keep their young America out of mischief and to govern him, we shall give up all idea of ever seeing the millennium, and sink down in despair.

But time nor the patience of our readers will permit us to prolong these remarks. We only add that these suggestions are the result of much experience in teaching. We claim the credit at least of honestly believing what we affirm. We know very well that there are obstacles in the way of a change. A precocious child is a source of no small credit to a household. And to gratify such a vanity, parents are willing to sacrifice more than hecatombs to early death. But it is not our duty to yield to such a demand; nay, more: it is wicked to do so. We say, then, to all teachers to whom these pages may come, that in introducing the young child to an atmosphere of letters, we should make no haste. Home, not school; growth, not learning in its usual sense, are appropriate to the dawn of life. We can never believe that the first six or eight degrees of the little "pilgrim's progress" above zero are by any associated and forced study to be enlisted in the work of mental discipline. Let us disabuse ourselves utterly and forever of the most insane impression, that a child is to spell "phthisic" and digest a pronoun at seven or eight, or be considered wanting in parts. Let us remember the proverb: More than a boy at twelve, less than a man at forty. In a word, here and elsewhere let us "make haste slowly."

And finally, may we all live to see the day when the now too laborious fields of instruction over which we must plod and sow the hopeful grain, shall be narrowed down to a smaller compass on the side towards infancy; and when parents shall divest themselves of that common but wicked idea, that all intellectual, and even moral and religious instruction, must be transferred to strangers and laid upon the shoulders of those who are willing to work for charity or pay.

IMPORTANT HINT TO PARENTS.—Few parents realize how much their children may be taught at home by devoting a few moments to their instruction every day. Let a parent make the experiment with his son of ten years old, for a single week, and only during the hours which are not spent at school. Let him make a companion of his child, converse with him familiarly, put to him questions, answer inquiries, communicate facts, the result of his reading or observation, awaken his curiosity, explain difficulties, the meaning of things, and all this in an easy playful manner, without seeming to impose a task, and he will himself be astonished at the progress which will be made.—*Lutheran Observer.*

THRENODY.

SUGGESTED BY THE DEATH OF AN INFANT DAUGHTER OF
MARTIN F. TUPPER.

It is an Early Houre
Sweete Childe to falle Asleepe !
Ere yet thy Bud had shewne its Flowre,
Or Morning-dews had ceased to showre ;
But in repose how deepe
Thou calmly liest on thy Infant-Bed.
Were all the Deade like Thee, how Lovely were the Deade !

Ere Day was well begun
In what brieft Span of Time
Thy Living Course and Worke were done !
Thou saw'st no Nighte, nor even Noone,
But only Morning's Prime.
Smiling thou Sleepest now, but hadst thou founde
A longer Life, Tears might those Smiles have drownde !

Thine was a blessed Flighte,
Ere Sorrow clouded, and ere Sin could slay ;
No wearie Course was thine, no arduous Fighte ;
And but an Houre on Earthe of Labour lighte,—
With Hire for all the Day !
Can aughte be *More* than This ?
Yes, Christian, Yes !
It is MUCH MORE TO LIVE,
And a Long Life to "the Goode Fighte" to give :
To "Keepe the Faith," the appointed Race to run ;
And then to Win this Praise—SERVANTS OF GOD, WELL DONE.

London Art Journal.

R. T.

PHYSICAL EDUCATION.

[Will not the following do for this meridian? Our laws require us to teach our pupils the principles of physiology, life and health. Will a word of instruction be misplaced if addressed to us? The duty of *all* is, if God will, to live long, live happily, live well; this we cannot do if we are reckless of health. One especial duty of *teachers* is to avoid fretting and keep cheerful; this we can hardly do unless we are well; to maintain a cheerful heart and a sunny face with a disordered body, is at least a rare attainment. Hence the importance of attention to health. A large portion of our teachers are females; we ask *them* especially to "look on this picture."]

THE attainment of "a sound mind in a sound body" has very properly been said to be the end of all right education. The whole subject might perhaps be ranged under the three divisions: physical, mental and moral education. It is upon the first of these that a few hints will be offered in the present paper. If they shall prove neither new nor striking, perhaps they may be found, upon a little reflection, as important to be recollected and practised as if they were new; for our danger lies quite as much, probably, in neglecting old and generally acknowledged truths, as in failing to occupy the new territories of modern improvements.

And, firstly, let us glance at its bearings on the teacher himself, for if he be either too ignorant, too ambitious, or too reckless to take care of his own health, there is little hope that he will feel much concern for the health of his pupils.

And, here, there is scarcely need of *words* to enforce the importance of a careful attention to the laws of health. The bloodless cheek, the asthmatic cough, the shattered nerves, the stooping and attenuated form, speak volumes for themselves, and prove more plainly than any words could do, that the inevitable penalty is following hard upon the steps of transgression, and that the laws of our physical being have been broken. How many of our best teachers break down and are laid aside, just as their usefulness is generally felt and acknowledged. Is this great waste of life necessary and unavoidable? If the affirmative were evident, our lips should be silent, for if this be the only condition on which we can hope for good schools it would be a very plain case. It is evidently of far more consequence that the present generation should be thoroughly educated, than that a few hundred teachers should live in comfort, or even live much longer at all. But we suspect some huge sophism lies covered up at the bottom of all reasoning.

What greater misfortune can befall a school than to have a good teacher break down, just as he has cleared the ground of obstructions and prejudices, and acquired that personal

influence over his pupils which enables him to be really and eminently useful to them? Such influence can not be transmitted to his successor. It is the result of long-continued, persevering labor. The school passes into new hands like a mortgaged estate, on which nearly all the improvements must be sacrificed. There is thus a dead loss to the public: this influence being in a great measure the result of deserved confidence reposed by pupils in the teacher, and "confidence, we all know, is a plant of slow growth." It is not a transferable article, and must be acquired by the new teacher at as great a cost as by the old. The teacher, therefore, is bound to take care of his health, for the same reasons that the general should be careful of his person. It belongs to the public. He has taken upon himself obligations which can scarcely be faithfully performed with feeble health and a diseased body to drag him down. It is his *duty* to be healthy for the same reason that it is his duty to be cheerful, laborious, patient, and even-tempered; for without a miracle it is scarcely possible that all these excellent attributes and good dispositions can be coupled with shattered nerves, a diseased liver, or a broken constitution. Many an unlucky urchin has cause to rue the day on which his teacher is tortured with nervous headache or neuralgia, or choked by bronchitis, or suffocated by diseased lungs. It is expecting more than we shall find of Christian heroism, when we look for equanimity under such circumstances.

We shall seldom be disappointed in expecting to find human beings fretful and irritable when placed in circumstances of great bodily discomfort; and have long since learned to class the few exceptions among the ranks of heroes and martyrs. Health, then, is to the teacher as important, as patience, cheerfulness and good temper.

We propose to notice a few of the many ways in which the laws of health are most frequently violated by *teachers*. First, by *night studies*. Nature must have her proper amount of rest, or if defrauded of it, will be sure to take revenge the following day on aching head and shaking nerves. Better omit one meal per day than curtail the necessary amount of sleep required for health. Teachers, more than others, are in great danger of yielding to this habit, from the want of time to read and study during the day. A few hours redeemed in the morning should content us; and this by early rising and a little economy, may be secured. But this mortal body, like other faithful servants, must be humored and petted a little when tired, or it will resent neglect, cease to advance our interests, and at last hang like a dead weight upon the establishment.

Temperance in food would seem so self-evident a condition of health, we are almost ashamed to say we fear it is sometimes

disregarded. It would be a very prudent and sanitary arrangement, if some of our good cooks and housekeepers could be persuaded to label the oily, indigestible compounds that sometimes appear on their tables. Then, when we saw before our eyes in plain English, "This is dyspepsia," "headache," "ill-humor," and "This is a deadly poison," surely no one could be such an egregious fool as to swallow them. But if our good housekeepers neglect to do their duty in this matter, the best we can do perhaps is to imagine we see the labels before our eyes whenever the dishes come up to which they rightfully belong, and govern ourselves accordingly.

Wet feet are another fruitful source of ill health among teachers. "Oh my shoes are good, water-proof," exclaims the young teacher. Are they indeed? and how long, pray, has it been since kid slippers have been demonstrated to be impervious to water? A hundred consumptive women at this moment are living witnesses to the contrary, and its demonstration in your individual case may cost more than it is worth! As kid slippers cannot without changing their nature protect the feet from dampness, no more can a thin summer-dress shield the form from the heavy dews of a western climate. What shall we say then of the courage of those ladies who go forth to face winds clad in summer habiliments? Silks and muslins would defend them from a polar bear as well as from our biting winds.

But all ordinary exposures dwindle when compared with the one we often notice, and as often wonder at. We allude to the very general practice of coming from a crowded room, heated almost to suffocation, clad in thin habits, without putting on extra clothing. A young lady who dares do this, shows, in our opinion, some leaning towards suicide, and raises a doubt in respect to her perfect sanity. We should be surprised indeed, if, on meeting her the following morning, she were not as hoarse as a raven, or laid by for weeks of bronchitis or influenza.

Yet the rules of health are almost self-evident: the difficulty surely does not lie in *apprehending* the principles.

We think, with Carlisle, if these things be *true*, it were best they be *done*. A few practical hints will therefore be added, which if not absolutely *new*, are "almost as good as new." The few rules most important for the preservation of health, are indeed so simple, they can be easily understood; so few, they may be readily remembered; so easy, they may be practised and obeyed; and so reasonable, that they commend themselves to our common sense as soon as announced. It will, however, be no great harm to repeat them often, as they are in no danger of wearing out by use any more than the multiplication table.

Rise early, exercise freely before meals, resting awhile, if

possible, immediately after, especially from mental labor, as the stomach then requires all the circulating medium for its own use.

Bathe daily in cold water; keep the feet warm, the head cool; dress loosely; avoid evening exposures, and perform all severe mental labor as far as possible in the morning, reserving the evening for rest and recreation.

Fret not thy soul at unavoidable evils, and, above all things, be careful to keep always a conscience void of offence.

Then, if after living a reasonable life we should fail to attain a long and happy one, we shall at least have the satisfaction of knowing we are clear of the guilt of suicide. H. VAIL.

—*Ohio Journal of Education.*

DON MANUEL MONTT.

[Perhaps some "humble schoolmaster" will be encouraged by the following. If our occupation is "humble," it seems we are not absolutely beyond hope; the schoolmaster may yet become President. But let us console ourselves with the thought, if we are not to fill the chair of highest office, we can *make* presidents and governors! Don Manuel, it seems, is now the President of Chili.]

"THE Senate consists, I believe, of but twenty persons, chosen for nine years each, alternating triennially. The House of Representatives consisted last year of 52 deputies, elected in 1852 for three years each. The President now in office, Don Manuel Montt, was elected in 1851 for the usual term of five years from "Independence Day," Sept. 18, of that year. He is, I am inclined to believe, a man of ability, and altogether the best man to whom the Chief Magistracy of this country has been committed. You will recollect the very proper and energetic measures he adopted to put down the show of revolution which was got up at several places in 1851 to set aside his election. This, as well as his manly and straightforward course on several occasions since, and in fact his constant devotedness to the duties of his office and the best interests of the people, as he regards them, have secured for President Montt the respect and esteem of the business community no less than the cordial regards of the masses of the people in Chili. Foreigners generally, as well as the electors, I believe, will be glad to see Mr. Montt chosen for a second term at the election to take place a year from this time. He is emphatically a man of the people, self-made, and was a few years ago an humble schoolmaster, having risen by his own merits to the proud position he now occupies, a fact which will commend him to the favorable

regards of all citizens of the United States. Would that Chili had thousands of such schoolmasters now in the field, and elevating not only themselves, but their countrymen, into the notice of the other nations of the earth."—*N. Y. Tribune.*

A CURIOUS ACROSTIC.

[The following is sufficiently curious. The initials spell, "My Boast is in the Glorious Cross of Christ." The words in *Italics* from top to bottom, and the small capitals from the bottom to top, compose the Lord's Prayer.]

MAKE known the Gospel truth, *our* Father King;
Yield us thy grace, dear *Father*, from above;
Bless us with hearts *which* feelingly can sing,
Our life thou *art* for EVER, God of love.
Assuage our griefs *in* love FOR Christ, we pray,
Since the bright prince of *Heaven* and GLORY died,
Took all our shame, and *hallowed* THE display,
In first *be*-ing man, AND then being crucified.
Stupendous God! *thy* grace and POWER make known
In Jesus' *name*; let all THE world rejoice;
New labors in *thy* heavenly KINGDOM own,
That blessed *Kingdom*, for thy saints THE choice!
How vile to *come* to thee, is all our cry,
Enemies to *thy*-self, and all that's THINE!
Graceless our *will*, our lives FOR vanity,
Loathing the truth, *be*-ing EVIL in design.
O God, thy will be *done*, FROM earth to Heaven;
Reclining *on* the Gospel, let us live,
In *earth*, from sins DELIVER-ed, and forgiven;
Oh, *as* thyself, BUT teach us to forgive.
Unless *it's* power TEMPTATION doth destroy,
Sure *is* our fall INTO the depths of wo;
Carnal *in* mind, we've NOT a glimpse of joy,
Raised against *Heaven*, in US no hope can flow.
O *give* us grace and LEAD us on the way;
Shine on *us* with thy love, and gives us peace;
Self and *this* sin, which rise AGAINST us, slay;
Oh! grant each *day* our TRESPASS-es may cease;
Forgive *our* evil deeds THAT oft we do,
Convinces us *daily* of THEM to our shame,
Help us with heavenly *bread*; FORGIVE us too
Recurrent lusts, *and* WE adore thy name.
In thy *forgive*-ness, we AS saints can die,
Since, for *us* and our TRESPASSES so high,
Thy Son, *our* Saviour, bled on Calvary.

Presbyterian Magazine.

THE MORAVIANS AND MR. BECK'S SCHOOL.

Mr. BECK, of Lititz, Pa., is one of the most remarkable men of the age. He is a type, and his history is not less interesting than instructive. To understand it, a brief notice must be made of the Moravians.

In that portion of Germany where this people took its rise the law prohibits any couple from marrying except they can show good proof that they can support a family. This caused the establishment of what are called the "Single Sisters' House" and the "Single Brothers' House." These are large buildings, with the upper story furnished as a dormitory, and the lower one as a dining hall, while the intermediate ones are divided into small rooms. Around the Brothers' House are found shops for the carrying on of various trades. In these houses those who had no other homes found one, either hiring a room, or dwelling in common with others, as economy or inclination impelled them. This mode of doing things, with other peculiar customs, the Moravians brought to this country, and it was continued till a comparatively recent date. Indeed, in one case at least, the Sisters' House is yet devoted to the hospitality for which it was erected. But not only the laws, but the abundant productions of our country, with its economical expenditures, permit the happiness of married life to all who wish to enjoy it, and thus the necessity for such houses was not continued, and they have been devoted to educational purposes.

Having learned the trade of a shoemaker, Mr. Beck made his home in the Brothers' House, and in one of the rooms prosecuted his avocation. The boys soon found that he had a fund of knowledge and could delight them by communicating it, and they frequented his shop and gathered round him as he took his evening strolls through the village. After he had worked at his trade for ten years and reached the age of twenty-four, he was, to his surprise, waited upon by several villagers, and desired to take charge of their children, as the schoolmaster had become old and wished to relinquish his charge, and the children wished to have Mr. B. for a teacher. He absolutely refused, thinking himself altogether unfit for the position. But they returned with the name of every man and woman in the village upon a paper soliciting him to undertake the task. He could not decline, and undertook for three months, supposing that his employers would be desirous of having other services by the close of that time. The old blacksmith's shop was fitted up with benches, and he was installed in his post. Swiftly passed the time, and another quarter was entered upon, and before its close the parents were so much pleased, and he had gained

so much confidence, that he undertook for the rest of the year ; by the end of which he had acquired such an interest in the children that " nothing could have separated " him from them ; and he made up his mind to drop all thought of returning to his trade, and devote himself to teaching, or, to use his own words in a letter not written for the public eye, but in answer to inquiries : " I became so much attached to the children that nothing could have induced me to leave them, and I determined to devote my life and all my energies to the welfare of youth, and at once commenced improving myself. I labored very hard to obtain more knowledge, as well as for the welfare of my pupils, and every cent I could realize was invested for the benefit of the school, and my patrons frequently spoke to me about it, saying they could not compensate me for what I was doing, *but I cared not, provided I could improve myself and the scholars.*"

That extract is enough, if nothing more was said, to assure any one that success was certain to such a man.

The time when these things transpired was in 1815, and for five years his time was spent with the children of that pleasant village. But in 1850 a new life dawned upon him. One pleasant Saturday afternoon as he came out in his every-day garments from a shop where he had been painting a sign in order to turn an extra penny into his scanty coffers, a finely clad gentleman addressed him, inquiring for the village schoolmaster. He answered that he was the man. The gentleman replied that he was from Baltimore, and wished to put his boy to school with Mr. Beck, and as the schoolmaster refused, giving one reason and another, they were removed by the gentleman, who insisted and would not be put off. He was taken to the old blacksmith's shop and shown the accommodations, and though persistently refused, left with the assertion he should bring his boy, and within a week brought and left him. " I consented to receive him at last, cherishing the hope that as this was the first, so it would be the last I should receive from abroad, for I yet distrusted my ability to teach. In this I was disappointed ; for shortly after five more were brought from Baltimore, owing to the recommendation of the father of the first. No previous application had been made, and the parents insisted on their remaining. Several others were added from time to time, and in 1822 the old shop was removed, and a new house built on the spot where it stood. Having now a fine house and more scholars, I became still more enthusiastic."

Of course his scholars became still more numerous. He was obliged to employ assistants and enlarge his borders. He took the Brothers' House" partly for a boarding house and partly for school-rooms ; made by taking down the partitions, so that now

his former shop is included in the room where he daily gives instructions, and on occasions lectures to large audiences composed of the public as well as his own scholars. The prophet has honor in his own country, and he showed me with just pride a map of his own making hanging where he formerly hung his finished work.

Eighteen hundred and ninety-six scholars from abroad have enjoyed his instructions since 1820, and he remarks: "I pride myself as being able to say, that an advertisement of mine has never been inserted in any paper in the United States; I have never employed a travelling agent, nor have asked a parent to send a son to me; my pupils have been my advertisements, and my solicitors, and I really do believe that of the seventy-four who are now here, there is not one who did not come through the influence of some former pupil."

Mr. Beck is now sixty-four years of age, but would not be taken for over forty-five. The same enthusiastic interest in his scholars, in his avocations, and in all matters pertaining thereto, which has made him so successful, has also made his labors light, and preserved the elasticity of his body as well as mind. Like Mr. Hodges, of New Jersey, Friend Jenner, of New York, and Father Pierce, of Mass., he is one of the few examples of an old teacher, in whom the buoyant fervor of youth is combined with the energy of middle life and the experience of age, proving it is not the profession, but the mode of teaching, and the motive for doing it, which makes the unsavory drone. His position in society and as a teacher being most flatteringly acknowledged, and a reasonable competence for the future provided, his children having already marked out their own paths to distinction, he has no ambitions to gratify, no cause of envy, jealousy or cupidity. Most cheerfully, therefore, does he communicate the results of his experience, and most interestingly give the history of his numerous experiments, his failures, successes and their causes. There are few men from whom the teacher who wishes to be successful can learn so much.

The chief reasons for his success seem to be, 1st. A sincere interest in the welfare of every student placed under his charge. This secures the confidence of his pupils and makes them love him. 2d. He has the greatest enthusiasm in every thing of a *scientific character*—always on hand to learn anything new, and equally desirous of communicating. 3d. But the most important thing of all is, he desires and intends that his pupils shall *really know* what is brought before them, and appreciates the importance of pleasing in order to instruct. No expense is spared for apparatus, drawings and every kind of illustration, especially such as will entertain as well as sow the seeds of science. For example, three magic lanterns and six hundred dollars'

worth of slides are made sources of instruction and delight during his lectures on history, geography, &c.

Thus does he, and thus may others, pass a happy life in active usefulness, and generations yet unborn shall enjoy and bless the results of such labors; and when the close of life shall come, it will be looked back upon with satisfaction, and the profession of a true teacher will be considered neither as laborious, thankless or bootless.—*N. Y. Teacher.*

ROMANISM ADVERSE TO EDUCATION.

THE whole history of the Romish Church abroad shows its determined hostility to the education and enlightenment of the lower classes. The reason is evident. The priests of that ignoble superstition; the idolatrous worship of Mary, can have more influence over a degraded and ignorant population than over an enlightened and educated one. It is true that the external pressure of the educated masses in this country has compelled the Romish clergy to take a step in advance. But the education granted here to their benighted followers is entirely of an exclusive and sectarian character, which never teaches them to think independently.

When the British Government attempted to introduce schools into Ireland, and to diffuse information there, they were met with the most determined hostility, and they were not successful in thus doing good to the rising generation. The priests made the same opposition there that they have elsewhere to any measure that will teach the people to think.

Not long since the British Government ordered that all the children of the soldiers in a garrison at Madras, who were over four years of age, should attend school, thus supplying means of information to a neglected class. To this requisition the Romish priests made a bitter outcry, falsely asserting that it was designed to make the children Protestants, but really fearing the evils that would result to their power if education were allowed. The Irish members of Parliament declaimed violently against the measure, and even went so far as to threaten England with the resentment of the Roman Catholic soldiers in the Crimea. The *Morning Advertiser* says: "The Madras authorities are told that 'if the regulation be carried into effect it will cause discontent and dissatisfaction in the Indian army.' Such language is not always without a deeper meaning than is seen on the surface. Here it tells the Madras government, that if it persists in obstructing the amiable efforts of the agents of Rome to keep the children of soldiers in total ignorance, they will do all they can to excite insubordination, and, perhaps, mutiny in the

ranks. Men do not menace with rebellion in peaceful times, without insurrectionary plots in their heads."

Keeping the people in ignorance is one of the great sources of influence which the Romish clergy possesses. Gavazzi says, in a sermon of his :

"Through priestly influence much prejudice exists against the Bible ; and the masses of the people are unable to read, because kept in such profound ignorance by the priests ; hence the people will not, and cannot read the Bible for themselves. The supposed proportion of those who can read is, in Lombardy, from thirty to forty in a hundred ; in Piedmont, from twenty to thirty in a hundred ; in Tuscany, from ten to twenty in a hundred ; in the northern Roman States, from five to ten in a hundred ; whilst among the inhabitants of the district *thirty miles round Rome, not one in a hundred can read !*"

It is to be hoped that Romish authority and influence will never be so powerful in our land, as to break down our system of common school education, but the lover of liberty and education must be upon the lookout. "Popery," as Gavazzi said, "found the Romans heroes, and left them hens." Care should be taken lest Popery, which found our New England free, enlightened and independent, should leave it enthralled, ignorant and debased, chained to the chariot wheel of a conquering religious despotism.—*Hartford Courant*.

THREE HOURS' SCHOOL A DAY.

[So far as the leading idea in this article refers to the younger class of pupils, if they enter the school-room at all, we approve of it. We gave place to this extract the more readily as it affords us an opportunity to commend "The Student," published at New York ; it is always a welcome visitor to our table.]

A WORK recently published by Wm. L. Crandall (now deceased) advocates but three hours of school a day, as being all that can be safely and healthfully devoted to intellectual acquirements during childhood. The work is fragmentary, apparently made up of paragraphs, written at various intervals, whenever and wherever a thought was suggested ; but the "one idea" throughout the whole is, "Three Hours School a Day." In support of this idea, his leading thoughts are embraced in the following extracts :

"A sound mind in a sound body is the proper end of education. But health of body and vigor of mind are both assailed and impaired by a daily confinement of six hours in the school room.

"Even with the best ventilation, no school-room in which a score or more of persons are daily collected, *can* be so healthy as the open air. No pupil, therefore, should be kept in school longer than his attention can be absolutely fixed upon, and absorbed in, his lessons. And experience has proved that three hours per day is as long as such attention can unflaggingly be given.

"The duty of every child is to grow. It is of course a primary duty of every parent to see that the amplest facilities of growth and development are secured to his children. To this end the constant, or all but constant, enjoyment of pure, fresh air, unconstrained attitudes, ample exercise, exhilarating play, etc., are indispensable.

"The mind naturally loves knowledge, seeks it, receives it with delight, and assimilates it. Each child is a natural seeker, and absorbs truth as naturally as the growing plant or tree imbibes carbon. We should so adjust our educational machinery, as to preserve this thirst for intellectual acquirement fresh and keen through life. But most children are stupefied and stultified by the mephitic dens in which they are confined through six hours in each school-day; they are overtasked and wearied, until, by reason of these abuses, the very thought of school becomes abhorrent; and having for years been driven to study what they did not comprehend, and therefore could not relish, they retain through after life the disgust and hatred of study which have thus been excited or implanted."

While we admit that our system of education has many faults, that it too frequently fails in fitting the young for the whole duties of life, and that often much injury is done to the physical natures of the pupils, by too long and constant confinement, without sufficient bodily exercise in the open air, yet we believe that we should come still farther short of a true education by adopting the three-hour system. For small children, there should be less confinement and more recesses, and they might be dismissed earlier than the older pupils, so that their whole time spent in the school-room would not exceed three hours a day. This we know may be beneficially practised in schools where there are children of various grades of scholarship under the same teacher.

We believe that five hours of school a day, and five days in a week, if properly spent, would be vastly better for the intellectual and physical welfare of the rising generation than the practice of continuing six, seven, and even eight hours, as many teachers do. Such a work as Mr. Crandall's will doubtless do good, for the boldness of the stroke at existing customs in our educational machinery may awaken the attention of parents and educators to remove some of the evils from our present modes of school education.—*The Student.*

PERSEVERINGLY IMPROVE YOURSELF.

IN addition to quickening his own interest in his occupation, a teacher must study, that he may have a treasure in *reserve*, from which he can bring forth things new and old. If he has no such treasure, can he answer without evasion or delay the questions of an inquisitive class? Needs he not to know much, not in class-books, that he may be able to supply their deficiencies, or heighten their adaptation to special cases and individual minds? If, as soon as some roguish urchin artfully throws him off the track, his train sticks fast as in the sand, will not all children, who know their right hand from their left, feel that his is a mechanical and not a resourceful mind? Children are not such fools as we think them. They can judge of what they cannot execute, as they can tell whether a shoe pinches, and where it pinches, though they cannot make a shoe. They judge what fills the vase by the drops which run over; they understand, though perhaps they have never heard them, such maxims as, "Wanting in the least, wanting in much," *Falsum in uno, Falsum in omnibus*.

Yet what if a teacher's errors elude being detected by his school? Such a result cannot be so well for him as ill for them. His fault escapes exposure, because it is mistaken for an excellence, and will surely be copied, more than all his excellences, as being easier to copy. Thus, like an ill-going town-clock, he may mislead a whole village.

On the other hand, a teacher of genuine culture, *totus teres atque rotundus, factus ad unguem*, will by no means be in his school, as a flower blushing unseen in the desert, or a gem in an unfathomed ocean-cave. His industry, enthusiasm, and still-baffled but still-renewed endeavor, will waken responsive echoes in his pupils, though his circle be broader than theirs. Contagious virtue will go out of him.

Then he will be ever before them, as a cluster of Eshcol, ripe, purple, gushing, alluring them towards the land of learning, whence it came. Here was the secret of Arnold's success. He made scholars because *he* was a scholar. His tones, gestures, words, pronunciation, casual sayings, and classic taste, insensibly permeated and leavened the whole lump. The truth is, that whatever is set on a high place flows downward; as Pliny's doves in the Roman Capitol have been the pattern for numberless modern mosaics; as the East Room at Washington affords a model for parlors from Maine to Oregon; and as Shakspeare's diction enriches the speech of legions who never read one line of his writings. This re-action of a teacher's scholarship upon his scholars must indeed be, to a great extent,

indirect, and through eyes which catch in an instant what the ear cannot learn in an hour. But without forgetting that the minds of children are vials with narrow necks, the master, who is thoroughly imbued with knowledge, will soon discover that they are able to receive more than he, if less assiduous a student, would have been able to impart; while those he teaches, will feel that he is a tree, whose branches would not bend so lowly within their reach, if less heavily laden with fruit.

J. D. BUTLER.

THE UNDERSTANDING.

THOUGH the faculties of the mind are improved by exercise, yet they must not be put to a stress beyond their strength.

The mind, by being engaged in a task beyond its strength, like the body strained by lifting at a weight too heavy, has often its force broken, and thereby gets an unaptness or an aversion to any vigorous attempt ever after. A sinew cracked seldom recovers its former strength, or at least the tenderness of the sprain remains a good while after, and the memory of it longer, and leaves a lasting caution in the man, not to put the part quickly again to any robust employment. So it fares in the mind; once jaded by an attempt above its power, it either is disabled for the future, or else checks at any vigorous undertaking ever after; at least is very hardly brought to exert its force again on any subject that requires thought and meditation. The understanding should be brought to the difficult and knotty parts of knowledge, that try the strength of thought, and a full bent of the mind, by insensible degrees; and in such a gradual proceeding nothing is too hard for it. Nor let it be objected, that such a slow progress will never reach the extent of some sciences. It is not to be imagined how far constancy will carry a man; however, it is better walking slowly in a rugged way, than to break a leg and be a cripple. He that begins with the calf may carry the ox; but he that will at first go to take up an ox, may so disable himself, as not to be able to lift a calf after that. When the mind, by insensible degrees, has brought itself to attention and close thinking, it will be able to cope with difficulties, and master them without any prejudice to itself, and then it may go on roundly. Every abstruse problem, every intricate question, will not baffle, discourage, or break it. But though putting the mind unprepared upon an unusual stress, that may discourage or damp it for the future, ought to be avoided, yet this must not run it, by an over-great shyness of difficulties, into a lazy sauntering about ordinary and obvious things that demand no thought or application. This debases and

enervates the understanding, makes it weak and unfit for labor. This is a sort of hovering about the surface of things, without any insight into them, or penetration; and when the mind has been once habituated to this lazy recumbency and satisfaction on the obvious surface of things, it is in danger to rest satisfied there, and go no deeper, since it cannot do it without pains and digging. He that has for some time accustomed himself to take up with what easily offers itself at first view, has reason to fear he shall never reconcile himself to the fatigue of turning and tumbling of things in his mind to discover their more retired and more valuable secrets.

It is not strange that methods of learning, which scholars have been accustomed to in their beginning and entrance upon the sciences, should influence them all their lives, and be settled in their minds by an overruling reverence, especially if they be such as universal use has established. Learners must at first be believers; and their master's rules having been once made axioms to them, it is no wonder they should keep that dignity, and by the authority they have once got, mislead those who think it sufficient to excuse them, if they go out of their way in a well-beaten track.

JOHN LOCKE.

OF STUDIES.

STUDIES serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one, but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar: they perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, other to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some

books also may be read by deputy, and extracts made of them by others: but that would be only in the less important arguments, and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise, poets witty, the mathematics subtil, natural philosophy deep, moral grave, logic and rhetoric able to contend; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies; like as disease of the body may have appropriate exercises; bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head and the like; so, if a man's wits be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find differences, let him study the schoolmen; if he be not apt to beat over matters, and to call upon one thing to prove and illustrate another, let him study the lawyers' cases: so every defect of the mind may have a special receipt.

BACON.

INVOLUNTARY DISCLOSURES OF LANGUAGE.

THERE have been always those who have sought to make light of the hurts which man has inflicted on himself, of the sickness with which he is sick; who would fain persuade themselves and others, that moralists and divines, if they have not quite invented, have enormously exaggerated, these. But are these statements found only in scripture and in sermons? Are there not mournful corroborations of their truth imprinted deeply upon every region of man's natural and spiritual life, and on none more deeply than on his language? It needs no more than to open a dictionary, and to cast our eye thoughtfully down a few columns, and we shall find abundant confirmation of this sadder and sterner estimate of man's moral and spiritual condition. How else shall we explain this long catalogue of words, having all to do with sin, or with sorrow, or with both? How came they there? We may be quite sure that they were not invented without being needed, that they have each a correlative in the world of realities. I open the first letter of the alphabet; what means this "ah," this "alas," these deep and long-drawn sighs of humanity, which at once we encounter there? And then presently follow such words as

these : "affliction," "agony," "anguish," "assassin," "atheist," "avarice," and twenty more — words you will observe, for the most part not laid up in the recesses of the language, to be drawn forth and used at rare opportunities, but occupying, many of them, its foremost ranks. And indeed, as regards abundance, it is a melancholy thing to observe how much richer is every vocabulary in words that set forth sins, than in those that set forth graces.

And our dictionaries, while they tell us much, yet will not tell us all. How shamefully rich is the language of the vulgar everywhere in words which are not allowed to find their way into books, yet which live as a sinful oral tradition on the lips of men, to set forth what is unholy and impure. And of these words, as no less of those which have to do with the kindred sins of revelling and excess, how many set the evil forth with an evident sympathy and approbation, as taking part with the sin against Him who has forbidden it under pain of his extremest displeasure. How much wit, how much talent, yea, how much imagination must have stood in the service of sin, before it could have a nomenclature so rich, so varied, and often so Heaven-defying as it has.

TRENCH.

LETTER-WRITING.

INTIMATELY connected with the above, and, I may say, a part of the same, is the practice of letter-writing. Every individual in the community, who occupies any important station,—and, indeed, every person, high or low, rich or poor,—may have, and probably will have, occasion to write letters. To do this in a neat and easy manner is of no trifling consequence ; and yet, every one who has ever looked at the letters in any post-office must have observed the very general want of taste and neatness in the modes of folding and superscribing letters ; and, if the contents should be examined, they would be found to correspond with the external appearance.

Now, it should be the aim of every teacher to impart instruction on the subject of letter-writing. General directions and explanations, in reference to the commencing and closing of a letter, the manner of folding, superscribing, and sealing, may be given to a whole school, by using the blackboard ; and it will not require much of the teacher's time or attention to furnish all the instruction that may be needed.

It is to be hoped that more consideration may be attached to this simple but useful exercise, and that all pupils may possess the ability, when they cease attending school, to write letters which shall be accurate and natural in their style, correct in

orthography, systematic and proper in all their parts. A letter neatly written, correctly expressed, and properly folded and superscribed, will always prove "a letter of recommendation" to its writer; while the reverse will exert an influence in no respect favorable or complimentary. C. NORTHEED.

DICTIONARIES.

In the June number of last year there was an article on the subject of Dictionaries and Noah Webster. To the ideas suggested in that article, we presume that no one expresses dissent. So far as the common employment of such helps by pupils is concerned, there can scarcely be any difference of opinion. We beg leave to refer to that article, even at this late period, for the purpose of correcting an unintentional mistake and supplying an omission. It was remarked at that time by the writer of that article, that we were "great admirers of Webster for heavy ordnance. His dictionary may well be upon the teacher's desk in every school-room for general reference; but it is too ponderous for common use; the centre of gravity between that and many of our pupils would lie within the covers of the book. * * * For our own use even we always wish a smaller dictionary lying by our side, both when we read and when we write. For ponderous service, give us Webster; but for common orthography, our elbows respectfully ask an octavo.

"For this purpose, without any disrespect to Dr. Webster, we may say, we know of no book that seems so well adapted as 'Worcester's Comprehensive Dictionary,' a little work which we have long used, and for which we have great admiration. Its merit is that it is portably small, of convenient shape, and contains everything which for ordinary purposes the pupil needs to know. It contains the pronunciation of difficult words after the fashion of Walker, which is an advantage; it also contains many foreign phrases and scientific terms. It is altogether the most convenient "vade mecum" we know of. Let every teacher have Webster on his table if he can; but for the present we know of nothing so good as Worcester's Comprehensive for the scholar's desk."

Our design in alluding to this matter at this time is simply this: to say that perhaps a slight injustice was done to the publishers of Webster. We were ignorant of the fact that any similar dictionary issued by them was in existence. But upon inquiry we find such a work, an "Academic" edition, as it is called, of the most portable size, containing, as it appears, everything that the

"Comprehensive" of the rival lexicographer is advertised to contain.

The Academic Dictionary, of octavo size, seems to us a model dictionary, and the chief wish we have respecting it, is that every school-boy owned it. We merely say that it is equal in every respect to the one alluded to above, so highly praised last year, but in no respect, so far as we are aware, superior. We pen these lines for the purpose of placing a sign of equality between them, and thus doing justice to all. Of the comparative merits of the rival series we do not of course express any opinion. The Teacher has wisely kept aloof from that war.

There are still smaller editions of Webster, as we suppose there may be of Worcester, down almost to a diamond copy. These are sufficiently elegant and good, but call for no further remark. They are too small for profitable purchase. We earnestly wish that either the "Academic" or the "Comprehensive" were in the hands of every scholar. If the worthy publishers will lay one on every school desk in Massachusetts without or with pay, they shall have our hearty thanks. We close these remarks by saying that every scholar who has begun to read, should own a dictionary.

NOTE FROM THE EDITOR.

"Lucullus, when frugality could charm,
Ate roasted turnips on his Sabine farm."

PORR.

THE editor of the present number has abandoned the work of instruction, and gone to the older, by no means to say, more respectable occupation of cultivating the earth. The gradual impairing of health, together with the general impression in community that he might without inconvenience be spared from the blackboard, has determined him for awhile, at least, towards the business of following the plough. He can, perhaps without irreverence, quote and apply the language of St. Paul: "wherefore, when we could no longer forbear, we thought it good to be left at Athens alone." After more than ten years of confinement and labor we ask for repose. It is the hope of kind friends that a little parenthesis thus in the midst of toil, will be the means of adding another clause before a period is finally put to his labors.

After living like most teachers, and like the indisputable person already alluded to, and much longer than he did, in our "own hired house," it is our privilege to return to inherited acres, and to an occupation more and more endeared to us with every year of advancing life. Henceforth, for a season cer-

tainly, we are to be thought of, if thought of at all, not as sowing the seeds of knowledge, but like Cincinnatus, turning the furrow and planting veritable grain. It is the remark of Dr. Arnold, whose authority all teachers acknowledge, that it is better to inherit an estate than to buy one. We deem ourselves favored in this respect. We drink water from the well that our father Jacob gave us, and "drank thereof himself and his children and his cattle." It is our privilege to sit while we write, underneath rafters that sheltered ancestors many generations back; we are shaded by ancestral elms. Our great great grandfather looked out upon life over the same window-sills that now separate us from the unappropriated region of out-doors. While the thought of such uncommon greatness passes before us, the good reader will pardon us if we quote the words of king Evander, addressed to Æneas in the language of Virgil:

"Haec, inquit, limina victor
Alcides subiit; haec illum regia cepit."*

And we may add, too, that our ancestral rafters point upward from one of the most quiet and beautiful of villages. It is a sweet Auburn of the plain. It is one of the "least of the cities," it is true; our whole population twice told would hardly elect an alderman. But Plutarch pleasantly remarks that he dwelt in a small town, and chose to dwell there lest it should become still less! We are like him in his partiality, but we hope not in his vanity. Our village is not only small, but quiet. The commercial din of brick pavements and walls never sends a wave here. Devotion might pursue the sweet and solemn work from the first day until the seventh, and hardly find an interruption to her perpetual hymn. Were it not for the daily newspaper and the distant sound of the irreverent cars, we might forget that the outside world ever had a pulse. And yet our village, small as it is, makes some noise in the world. The occasional wheel of a traveller climbs our hills. The sexton reminds us every day, in measured strokes from the belfry, when it is noon, and then again in "the first watch of the night" when it is time for bed. We have regular alarms from the poultry yard at daybreak (always obeyed of course,) and during the forenoon we are kept eggs-actively informed respecting our wealth of white fossils in the hay-mow. By the way of an especial episode, the census-taker was along yesterday and made interested inquiries respecting our crops and quadrupeds, and fixed the ages of the unmarried women above contradiction

* Poorly translated: The VICTORIOUS HERCULES entered these doors; this very hall received him.

upon the public records. He said he should be along again in five years.

These are among the most stirring events we have to record. But the reader can see plainly that they afford too thin a diet for an excitement. All the fever of life must be left to those who dwell nearer to city halls. We are blessed with a week of sabbaths. The woods and streams about here make no pause in their music, but for what appears like an inaudible prayer. Many of our dwellings stand under and are walled about with primeval oaks and elms. There is much of nature, little of art; and though the place where we write is hardly a league removed from a noisy and dense population of spindles and water-wheels, yet we can almost say with the poet:

"Nothing appeared but nature unsubdued,
One endless, noiseless woodland solitude."

Still there is no happier spot; and we wish that all teachers, if they are to the occupation of our first parents inclined, when they finally extricate themselves from algebraic symbols, might demonstrate their title to just such a quiet place.

Having thus detached ourselves from the occupation to whose interest these pages are devoted, we supposed that all connection with the editorial work was ended. But at a late day we received notice that our help was expected. The message found us in the hay-field, too busily engaged to allow of a recess until the term closed, and only with the greatest difficulty then.

Our time thus far, has been spent in the mower's swath, rather than in the student's chair: we are obliged to lay down the sickle to take up the pen. This will explain the lateness of this number; and if it should appear to any fastidious ones, that these pages are dusted over with hay-seed and too fragrant with the breath of the honest ox, the reason is obvious, and we hope satisfactory.

"A mortal born to meet a general doom,
But leaves like Egypt's kings a lasting tomb."

"I must be measured by my soul;
The mind's the standard of the man."—*Watts*.

"The flighty purpose never is o'ertook,
Unless the deed go with it."

"From nature's birth hence wisdom has been smit
With sweet recess, and languished for the shade."—*Young*.

"Leaving that beautiful which still was so,
And making that which was not."

Resident Editors' Cable.

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| GEORGE ALLEN, Jr., Boston. | RESIDENT EDITORS. | ELBRIDGE SMITH, Cambridge. |
| C. J. CAPEN, Dedham. | | E. S. STEARNS, . . Frammingham. |

DR. SEARS, who has filled the office of Secretary of the Board of Education so ably and so acceptably for the last seven years, has received and accepted the appointment of President of Brown University. We regret the loss which Massachusetts is about to sustain, and congratulate the friends of education in our sister State that they have secured the services of one who is so capable of sustaining the interests, not only of the University over which he is to preside, but also of the common schools on which our colleges and universities must rest. It is a happy circumstance that one who has had so long experience in superintending the concerns of popular education has been selected to preside over one of our most ancient and most honored seats of learning. Brown University has done a large portion of the work of educating the young men of Massachusetts; and she is now most ably represented in the several departments of our State government. She has furnished this State with both her Secretaries of the Board of Education—she numbers among her alumni some of the most honored names in the judicial history of this commonwealth—she has given to Boston her first Superintendent of Public Schools, and she has been twice represented in the executive of the State within the last fifteen years. Massachusetts may therefore justly claim a deeper interest in the welfare of Brown University than in any other college not included within her own borders.

We cannot refrain from bearing our humble testimony to the excellence and worth of the man who has for the last twenty-nine years presided with such signal ability over Brown University. In the resignation of Dr. Wayland the cause of collegiate education in New England suffers a great, and we fear, an irreparable loss. He has set an example worthy of the imitation of all teachers, in whatever sphere they may labor. He has distinguished himself as a thinker, as a teacher, and as an author. He has published a text-book in each of the three departments in which he has given instruction, and these books have not been written in consequence of any "cacoethes scribendi," but they are the result of his labors upon the several subjects of which they treat. They were published for his own convenience in the work of instruction. If others approved of them, they were of course at liberty to use them. There is not, we believe, a college in New England, in which one or all of these books have not been used. In these works it has been his purpose, not to show how much he could say upon the subjects

in hand, not to dazzle by a display of splendid verbiage, not to indulge in flights of the imagination, nor to bewilder with vague speculation and unmeaning mysticism. His object has been to present in a concise and intelligible form the principles of moral, mental and political science, so far as they are known. In this he has succeeded ; he has more than succeeded—he has greatly excelled. As a teacher he has no superior and few equals. His influence as a teacher has affected the whole course of instruction in this country. But while he has done so much as an educator, he has also found time to think and to write upon all the great social and religious questions which have been discussed during the past thirty years. His views have always compelled respect, though they may not always have carried conviction.

In retiring from the University, Dr. Wayland does not propose, we learn, to spend the evening of his life in ignoble ease. We may hope that from his retirement he will continue to instruct, though it may be in a different form. We hope that he will yet publish several works upon subjects which have received a large share of his attention.

We know not who is to fill the vacancy occasioned by the resignation of Dr. Sears. It is not our prerogative to nominate. If it were, we should without hesitation mention the name of Alpheus Crosby, who is now engaged in the service of the Board of Education. We have had some opportunity of becoming acquainted with Prof. Crosby, and we have no hesitation in pronouncing him remarkably well qualified for the position. His learning is varied and exact, his bearing gentlemanly and dignified, and his patience and industry are untiring. We believe his appointment would be eminently acceptable to the teachers of the State.

FIRST LESSONS IN GEOMETRY. *By Thomas Hill. Boston : Hickling, Swan & Brown.*

THIS little volume is, in some degree at least, a novelty in the educational literature of this country. But it has higher claims upon our attention than those of mere novelty. It furnishes us with a very clear and simple statement of the *facts* of Geometry, in such a manner as can scarcely fail to interest a child of seven or ten years. The *reasoning process* is not attempted. The author's aim is to present "facts before reasoning ;" and this he has done in a manner which does great credit to his ability to interest and instruct the youthful mind. Many teachers, we fear, will be inclined to pass this treatise by without giving it even a careful examination. It is entitled, we think, not

only to an examination, but to a fair trial in the school-room. Nor is it a sufficient excuse for neglecting this book, to say that there is no place for it. Our conviction is that it will save more time than will be required for its careful and successful study—that the time devoted to this volume in the early part of a course of study will be more than saved by the facility and rapidity with which the pupil will go through the demonstrations of the science of Geometry which occur at a later period of the course.

This is eminently a practical work. Every scholar in our common schools will find frequent occasion to use the facts which are here laid before him. It is as practical in its character as Arithmetic; and has equal claims upon our attention, whether considered with reference to the wants of action, or of a course of mathematical study. We hope that this little work will be soon found in all our schools beside Colburn's First Lessons in Arithmetic; or we should rather desire that it might precede Colburn, as it is much simpler, and in no degree behind it in practical importance.

ELEMENTS OF PHYSICAL AND POLITICAL GEOGRAPHY. *Designed as a Text-Book for Schools and Academies, &c.* By Cornelius S. Cartee, A. M., Principal of Harvard School, Charlestown, Mass. Boston: Hickling, Swan & Brown.

IN the last number of the Teacher we mentioned this among other works on the subject of Geography about to appear. We have just received a copy of the work, and have not time to do it full notice. We have examined it sufficiently, however, to be satisfied of its genuine excellence as a text-book for the higher classes of our schools. Mr. Cartee has been thorough in the preparation of this volume, and so far as we have had opportunity to judge, has been quite successful in bringing it up to the present state of geographical science. The book is well calculated to call into exercise the pupil's powers of thought. We cannot too highly commend the *problems* which our author has inserted, as being well calculated to make Geography something more than an exercise of the memory.

Mr. Cartee has brought out his book with very little ostentation. He has not, for the last three or four years, been going round the State and decrying the labors of teachers who were doing the best in their power with the means at their disposal, and telling them that he was about to publish a series of Geographies which would far transcend all that we poor Americans had ever heard or thought or dreamed of, and leading us to suppose that he was about to usher in a kind of geographical

millennium ; nor has he made arrangements with publishers until he was ready to fulfil his contracts with carefully prepared *copy* instead of thrilling and startling *announcements*. In contrast with this, he prepared this work, submitted it, in manuscript, to the criticism of several of the very best judges, and then published it. We know not what blessings may be in store for future generation, in the form of text-books in Geography, but the thanks of the present generation are due to the man who has actually *written and published a good Geography, rather than to those who are forever promising and never performing.*

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz :

| | |
|----------------|-----------|
| At Chelsea, | Oct. 1-5. |
| At Shrewsbury, | " 7-12. |
| At Ashburnham, | " 15-19. |
| At Rutland, | " 22-26. |

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

TO the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee ; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 10.]

D. B. HAGAR, EDITOR OF THIS NUMBER.

[October, 1855.]

AMERICAN INSTITUTE OF INSTRUCTION.

TWENTY-SIXTH ANNUAL MEETING.

BATH, ME., AUG. 21, 1855.

THE twenty-sixth annual meeting of the American Institute of Instruction met in the Universalist church, which was well filled with teachers and others at an early hour. At ten o'clock a meeting of the directors was held, at which the President, THOMAS SHERWIN, Esq., of Boston, presented his annual report, from which it appeared that the Institute was in a highly prosperous condition. After the transaction of the usual business, the Board adjourned.

The Institute was then called to order by the President, and was addressed by him as follows :

Gentlemen of the American Institute of Instruction :— We meet to-day in behalf of the most important subject that can occupy the human mind. It is a subject of vital interest in matters of legislation, and one which should be held most precious in the eyes of every parent, every true patriot, every sincere philanthropist, every Christian. Education is the basis of success in all material interests. It alone, in some form or other, enables man to provide for his physical wants and conveniences ; it alone transforms him from a brute, possessed indeed of intellectual and moral powers yet undeveloped, into a being that embraces in his affections the whole animated creation, that makes the willing powers of nature do his bidding, points the optic tube unerringly to the hitherto unseen planet, and with the eye of faith looks forward to a glorious immortality. Indeed, may we not say that the great aim and object of our present existence is education ? It would be essential to the best interests of man, were this his only state of being ; but in view of his future existence, its value becomes incalculable.

For our own improvement, and for the promotion of the best interests of physical, intellectual, and moral culture, we are now assembled. The present is the twenty-sixth anniversary of this Institute, and, although we think we have done something for the cause to which we consecrate our efforts, much yet remains to be done. Are we all intellectually qualified to do our work in the best manner? Do we thoroughly comprehend the subjects which we profess to teach, or is our knowledge limited to a passable acquaintance with our text-books, and those perhaps replete with errors? Is our own education so comprehensive, and is our judgment so matured by observation and experience, that we can duly estimate the relative value of the different branches of learning, the bearing which they have upon each other, and the tendency which each has to develop the mind in fair and harmonious proportions? Are we really conversant with the curious and subtle mechanism of the human understanding and the human heart? Have we a just estimation of the paramount value which should be assigned to moral education? Are we really aware that each of us should be, in some measure, a teacher of the gospel, a quiet emissary of Him who said, "Suffer little children to come unto me, and forbid them not"? Are we in our own private lives and in all our relations with our pupils, what a good and intelligent parent would have his children become? Have we that hold of the heart strings and purse strings of the community which is essential to the perfect performance of our work? In short, are we all capable, are we all honest, are we all devoted to the sacred trust committed to our care?

Unless we can return a favorable response to these and other questions of a similar import, our Institute and we as individuals have yet much work in prospect. The great business of education is a stern reality. It admits of no compromise with evil, no sacrifice of duty. It is sublime, boundless as the human capabilities. It by no means, however, excludes the amenities of life; on the contrary, the sunshine of joyousness should ever pervade the teacher's heart, and throw a halo of light over the scenes and occupations of duty; and even in the dark hours of weariness and of disappointment, the rainbow hues of hope should ever announce the passing away of the sombre cloud.

One object of our meetings is, to cultivate social feelings among teachers and between ourselves and others who may sympathize with us. I am confident that, in this respect, some good will result from this re-union.

Gentlemen of the Institute, and others here assembled, I welcome you to our anniversary, and I trust that the occasion will be one of improvement and of pleasure to us all.

Rev. S. F. Dike, of Bath, then said :

It gives me great pleasure to rise this morning, in behalf of the school committee and others connected with the cause of education, to welcome this Institute for the first time to the city of Bath. We live, it is true, on a "rock-bound coast;"—our soil is unpro-

ductive, but this may be a stimulus to enterprise and energy. Whether it be so in our case or not, it is not for me to say. We cordially open our homes and our hearts to those who have come among us, and we trust we shall make this a pleasant meeting to the members of the Institute, and we know it will be a profitable one to us.

The President then responded :

Allow me, sir, in behalf of the Institute, to express our gratitude to yourself and others who have been active on this occasion, and to the citizens of Bath generally for their hospitality and their coöperation. It is literally true, sir, that whatever is highly valued by the community,—by the parent,—is thought to be of consequence by children; and wherever a high value is set upon the means of education, wherever an interest is taken in the progress of education by the people, wherever they are watchful of the performances of the teacher, and kind in rendering him assistance, wherever they are in the habit of visiting schools to ascertain whether their children learn, and give their countenance to the little girls and boys as they are struggling on, there education always succeeds, there children always love to learn. But when the teacher has to toil alone, unobserved, and is considered a kind of necessary drudge, and nobody cares for him, his labors are very much in vain; he toils almost without hope, and with but little success. On the other hand, the very reverse of this is true, when a deep interest is taken in the work by the community.

We are welcomed to this place, and we have come on no unimportant business. It has been said, by the Rev. Dr. Channing, I think, that to educate a child well, is a greater work than to elect a president. If by anything that we can accomplish here, attended by the most favorable auspices, as we are, we can contribute to educate one child well in the United States, although we do not make so much parade as in the election of a President, I believe we shall do a greater work.

Accept, on the part of this Institute, our heartfelt thanks, and we hope you will have no reason to regret our meeting in your midst.

The stated exercises were then opened with prayer by Rev. Dr. ELLINGWOOD, of Bath.

Professor B. F. TWEED, of Tufts College, Somerville, Mass., was then introduced, who read an able lecture on "*The Claims of Teaching to the rank of a Distinct Profession.*" He first inquired whether at present the business of teaching can be so considered. The term "profession" was then dwelt upon, and the conclusion arrived at was, that teachers do not yet take rank with other professions, but occupy a position like that of a zoöphyte, or a sort of connecting link between the mechanic and the professional man. The clergyman is examined and ordained by a council of his peers; the physician

receives his diploma from men of his own profession; the lawyer is admitted to practice by the Court, or by a vote of members of the bar. The teacher, on the contrary, is subjected to an examination by a committee, consisting, perhaps, of the village clergyman, the doctor and the lawyer, a superannuated school teacher, and one or two self-made men, who have distinguished themselves as wranglers in the lyceum. Thus it is seen that the teacher does not sustain the same rank as members of other professions, technically so called.

The necessity of special training on the part of teachers was shown by a comparison of the duties he is called upon to perform with those of a physician, a lawyer, or a clergyman. Wherever a law of growth is discovered, whether in the animal or vegetable kingdom, it is sure to be followed by treatises on the best modes of culture. Farmers, cattle breeders, and fanciers flood the market with works upon Devonshires, Suffolks and Shanghais.

The lecturer then inquired whether the business of teaching can be made to occupy a position of equality with other professions. The requisites in point of talent and intellectual and moral character as well as culture were then shown to be as necessary in the business of teaching as in other professions. The true end of education is not to impart a knowledge of certain processes in arithmetic and rules of grammar, to "go through" GREENLEAF'S Algebra, and to parse all the "hard words" in POPE'S Essay. Children are not to be regarded as so many vessels, to be filled with "facts," after the manner of Thomas Gradgrind and Mr. M'Choakumchild. The teacher who has not the true end of education in view but partially comprehends his mission.

The relative importance of the teacher's business, and that of the physician, clergyman or lawyer was then considered. It requires, said he, no greater exercise of skill to treat successfully a fractured limb than a fractious spirit, nor a steadier nerve to apply the scalpel to a nauseous sore and remove the proud flesh from it, than to probe a wounded, festering and inflamed temper, to remove the proud will, to cleanse its impurities and assist nature in her healthy operations. The conditions of success on the part of teachers were then considered, which are individual exertion, study, availing one's self of whatever has been written or said by gifted men, and an intelligent and conscientious discharge of duty in the school-room.

In conclusion, Prof. TWEED said the community now see that the progress of liberal principles in government, personal freedom, and toleration in religion, on which our republican institutions rest, can only be secured by a corresponding progress in knowledge and virtue. They see that the in-

creased activity and enterprise of our day call for, nay, demand all the counteracting conservative influences of intelligence and character within our reach. Formerly, when the young men of our country "lived where their fathers lived, died where they died," they were so bolstered up with parental, domestic and social influences, as scarcely to be conscious of free agency, much less to feel called upon for active energy and firmness of purpose, to ensure the mastery in a struggle against temptation. Now, our sons scarce reach their majority before thousands of miles lie between them and home, with all its kindly influences; and we have not ceased to think of them as children, before they are obliged to stand alone, and unaided wrestle against such temptations as never crossed our path. Let us, then, emulate the example of those who have faithfully and earnestly devoted themselves to the great work of educating the young, remembering that whatever may be the relative rank of the profession, a faithful discharge of its duties cannot fail of its reward; and that this reward is not exclusively personal, but that however little, a "mite" at least has been cast into the common treasury of the profession.

"In the elder days of art,
Builders wrought with care
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the place where God may dwell,
Beautiful, entire and clean."

The Institute then adjourned till 3 o'clock in the afternoon, at which hour a meeting for social intercourse was held. The house was again filled, and a few hours were spent in a very pleasant reunion, in which all seemed to enjoy themselves in a high degree.

EVENING SESSION.

The Institute met in the Central Congregational Church, to listen to an address by Rev. G. REYNOLDS, of Jamaica Plain, Mass. After the preliminary exercises, the lecturer was introduced, and spoke upon "*The Moral Office of the Teacher.*"

His first inquiry was, How shall the intense mental activity, so characteristic of this age and our people, be refined and brought into intimate alliance with noble principles and life? The destiny of education, viewed simply as a process for unfolding and strengthening the powers of the mind, may be

considered as fixed. There is a universal faith that light as well as liberty, knowledge as much as material comforts, justly belong to every human being. Every year the popular interest in education increases, and sooner or later we shall have and use the best means of intellectual culture which the wit of man can devise. But a still more important question is to be settled, which is, By what means shall intellectual refinement and energy be so inwrought with noble moral faith and purposes, as to create and sustain a life at once pure, useful and heroic? No doubt education has been the greatest blessing to this country; and it is because it has been conducted on a larger plan than that of mere mental culture — because high moral aims have been infused through every department of education.

The question, what the teacher has to do with the moral department, was then considered at length. No one has a greater opportunity for exerting a moral power, and thence arises the responsibility of the teacher to exert a moral influence. The bearing of the teacher has much to do with his moral power: but his influence does not depend wholly upon this. The relation which he establishes between himself and his pupils is of great importance. Every teacher should make it an object to study to secure the affections of his pupils.

Sometimes, said Mr. Reynolds, bare authority should be made prominent; sometimes, perhaps, emulation may be used to stimulate a careless mind. But the less we have of these motives, and the more we appeal to the child's sense of what is right, just and proper, the more healthy will be the influence of school instruction and discipline.

But, above all, the conduct of a teacher must show that he reverences his own work, and will use, for its furtherance, no instruments but the noblest and truest. How efficaciously many persons are toiling to efface the hand-writing of truth from the young heart. Thirsting for popular applause rather than real success; toiling for transient and not permanent results; putting all that is brilliant and attractive in the foreground, and studiously covering up what is weak and unsound; what are these teaching their charge but lessons of deception, and leading them to value the appearance above the reality? I instinctively shrink from all shams and shows in this noble cause of education. I dislike all that would tempt a teacher to put his trust in outward props of any sort, rather than in the solid worth of his teaching. I can never witness what are so appropriately called exhibitions, without more than doubting their utility; without feeling that they cost more than they are worth, that the momentary power they give does not compensate for the wound they inflict upon the teacher's moral influence, and the temptations they offer to the child's moral nature. No doubt the instructors who resort

to such methods, do so with the most honorable motives. But when we consider how much special training these exhibitions necessitate, how the true interests of the school are for weeks, and even for months, made subservient to their success; when, especially, and as having direct reference to our subject, we remember how much dulness and ignorance must be put out of sight that they may succeed, and so how poor, nay, often false an indication they are of the real advancement of the pupils, I cannot understand how their use can be defended. I verily believe that, generally, they weaken a teacher's moral power. Sometimes they must degrade the moral standard of every thoughtful pupil.

Of course there are many exceptions to these remarks. When an exhibition shows in its face its real purpose, and so does no injustice to the truth, and especially when it is of an elocutionary character, and presupposes careful preparation, it is certainly innocent, and may, by awaking popular interest, increase a teacher's power to do good. But, after all, as a law, the less the sacred cause of education has to do with shows and spectacles the better. And the more plainly the teacher makes it manifest by his whole conduct, that he intends to be loyal to the truth, even to his own loss, that he will not stand anywhere for more than his real value, that he desires that everybody should know the truth, the whole truth, and nothing but the truth, about his teaching and its results, the more sincere will be the reverence which his pupils will cherish for him, and the more wholesome and abiding the influence which he will exert over them.

On the subject of the proper estimate of the teacher's character, Mr. Reynolds said, I am satisfied that nothing has warred more with the teacher's usefulness, in times past, than the low ideas of professional character which have prevailed. What must have been the general conception of the office and work of an instructor of youth, when a genial, loving spirit, like Washington Irving, could create that miserable effigy of a man, Ichabod Crane, and call it a *teacher*? Does it not bear witness to a very poor state of public feeling, when it was believed by too many, that he who was fit for nothing else, would do very well for a schoolmaster? When he who was neither strong enough to guide the plough, nor eloquent and learned enough to dignify a profession, was thought to be quite equal to holding the rod and teaching the elements? When many a man was willing to trust the education of the mind and heart of his children to one into whose hands he would scarcely have thought of committing the care of his flocks and his herds? What could be expected from such a state of public sentiment but mediocrity, or worse?

In conclusion, Mr. R. congratulated the Institute on the change which has been wrought in public sentiment during the last few years. Said he, I welcome everything that ennobles your conception of your work. I rejoice in the establishment of these Normal Schools, if for no other reason than because they declare that teaching is a profession, distinct and important, requiring its own peculiar training and discipline. I rejoice in the multiplication of these Teachers' Associations, if they accomplish nothing else than to awaken in you a profound sense of professional dignity and responsibility. Let them justify their existence. Suffer them to exercise a beneficent influence upon you. I bid you foster every noble sentiment concerning your chosen work. Enlarge the scope of your duties. Feel that the solemn work entrusted to your charge is nothing less than the culture of the whole nature of childhood. And be assured that nothing beneath religious fidelity, and nothing short of entire consecration, will enable you to achieve, as you should, full success in your mission.

At the close of the lecture, the topics presented in it were discussed with much animation by several gentlemen.

Mr. Greenleaf, of Brooklyn, N. Y., said he agreed with the lecturer, so far as he went, but thought he did not go far enough. To show the necessity for more moral training, he stated a fact respecting an individual who said that he was the only one remaining, of thirteen young men, fitted for business at one academy, who had not gone down to graves of infamy. The necessity for making *early* efforts to impress the mind with moral sentiments was urged. The great question now is, not who shall instruct best in the sciences, but who shall form characters that will stand.

Mr. Pierce, of Newton, expressed his approbation of the lecture. He regarded it as complete in its justness, lucidness and comprehensiveness. He was particularly pleased on account of its true representation of the lamentable indifference to the subject of moral education, in connection with our schools. The object of all education is, to produce in men the image of God—holiness. What was said on the subject of exhibitions, he was also much pleased with.

Mr. Bulkley, of Brooklyn, N. Y., liked the idea thrown out by the lecturer, that teachers should never grow old. It is impossible to reach the heart of a child, unless in teaching we are children. In proportion to our simplicity will be our success. The good effects of the social gathering in the afternoon were then referred to with approbation.

Mr. Wetherell, of Amherst, Mass., thought that the duty of moral training did not lie with teachers, but with parents. He doubted whether it was in the power of teachers to make a

moral community. It is in vain for teachers to work, unless the work is also done by parents. He did not rely so much on the influence of teachers as Mr. Greenleaf did, and he could not agree with him, that if parents would do their duty, in training children "in the way they should go," there was any fear they would not lead moral lives.

Mr. Greenleaf briefly responded, explaining his views still farther, and expressing his opinion, that, whatever parents may do, many may fail, in consequence of evil influences around them, to become good moral citizens.

Dr. Coles, of Boston, subscribed to the general doctrine of the lecture; but he thought that something more should have been said on the importance of physical education. He felt called upon to express his strong protest against many habits in eating and drinking, and he especially denounced the use of tobacco in any form by pupils, and said that he hoped the American Institute of Instruction would never give its countenance to any teacher who used tobacco.

Mr. Wm. D. Swan, of Boston, then moved, that the subject of the lecture be laid on the table, to be taken up, for further discussion, to-morrow—which was agreed to; and on his motion, the following Committee was appointed, to nominate a list of officers for the ensuing year:—Messrs. Wm. D. Swan, Wm. D. Ticknor, and George Allen, Jr., of Boston, Mr. Woolson, of Portland, and Mr. J. W. Bulkley, of Brooklyn, N. Y.

The meeting then adjourned.

SECOND DAY—MORNING SESSION.

At ten o'clock, the Institute was called to order. Prayer was offered by Rev. Thomas Hill, of Waltham, Mass.

Mr. Cyrus Pierce, of Newton, offered the following Resolution:—RESOLVED, That a Committee be appointed by the Chair, to consider the comparative and real merits of Webster's and Worcester's Dictionaries, in respect to definitions, orthography, and orthoëpy, especially in their adaptation, as standard works, to the use of our common schools, and to report at the next session of this Institute.

The Resolution was sustained by Messrs. Pierce and Wetherell, of Amherst, and was opposed by Messrs. Hedges, of Newark, N. J., Perry, of New London, Conn., and Baker, of Gloucester.

Mr. Baker moved its indefinite postponement.

Mr. Bunker, of Nantucket, moved the previous question, which was sustained.

The motion for indefinite postponement, was then carried by a nearly unanimous vote.

Professor J. G. Hoyt, of Exeter, N. H., was introduced as the lecturer of this forenoon. His subject was—

THE EVIDENCES OF PROGRESS IN EDUCATION.

Of course a comparison was necessarily instituted as to a great variety of topics. As to the "lost arts," so called, he said he did not believe any really valuable art had ever been lost, though it is true that there is no power known to us by which the stupendous masses of rock can be moved, as they were moved in former ages, nor have we any instruments with which the copper facings of some of their works can be cut so smooth as they were cut by them.

As to the works of literature, those of the ancients were, in a great degree, frivolous, relating to cooking and trifling questions.

The evil effects of a misdirected education were pointed out in a forcible manner, and the importance of right mental and moral discipline to the masses in our country, was set forth and urged by a variety of illustrations. To show the amount of mental progress which has been made, a thorough investigation was entered into as to the difference between the former training in mathematics and our own. The especial fitness of mathematical studies to improve the mind was shown by the fact, that it requires a regular gradation in improvement and power of thought from the plainest propositions to the most abstruse; also, in the fact that no particle of real acquisition which is ever made, is lost: it becomes a part of the mind itself. Other peculiar advantages of the study of mathematics in mental training were pointed out, such as that it deals with abstract truths and affords mental exertion without stimulating the passions or emotions. But the crowning excellence of mathematics is its fitness to induce habits of concentrated, continuous and patient thought. The one grand object in mental education is to teach the people to think. It is, doubtless, true that there is less vicarious thinking now than ever before, but there are not a few who are content to stand in the shadow of a great name, and "crook the pregnant hinges of the knee" to a great man. Not a few are disposed to cough when their theological or political hero happens to take cold. But the number of these is growing "small by degrees and beautifully less."

The good results of our Common Schools were then shown, by a comparison of the number of patents issued to the Free, with that issued to the Slave States. Of the 16,685 which have been issued previous to 1850, about 14,000 of them were issued to the Free States where Common Schools exist. Of these, New York has received 3,245, and Massachusetts 2,171, while Virginia, "the mother of Presidents," has received only 568.

The practical application of mathematics to the business of life was never made by the ancients, to any great extent. There is more of science in one water-ram than the ancients ever applied to all their hydraulic works. It was said by the ancients that the plough was the gift of the gods ; but a comparison of one of the ancient ploughs with one of Ruggles, Nourse & Mason's, of the present day, would not redound to the credit of celestial science or workmanship.

The increasing interest in female education, is another indication of progress. In one of the earlier Christian councils the question was discussed whether woman was a human creature or not. It was gravely decided, at last, that she was, though she was made to feel that there was an impassable distance between her and those who looked down upon her. A school for the education of girls was never heard of in any ancient nation. The traits of female character which fit them for teachers were spoken of, and Prof. H. said that not only were they best adapted to teach primary schools, but he believed that a majority of the Grammar Schools would be better taught and better governed by females than males. The governing and controlling influence of woman was fully expressed by Byron, when he said :

Oh, Night,
And Storm, and Darkness, ye are wondrous strong,
Yet lovely in your strength, as is the light
Of a dark eye is woman !

As an educated woman can exert a great influence for good, so an ignorant one is a cause of great evil. Charles Wilkes said that the worst use you can put a man to is hanging ; but marriage is the worst use to which you can put an ignorant woman. It ought to be a capital offence for an ignorant woman to marry.

The introduction of music is another indication of progress in common schools. He was a believer in Solomon, and thought that a rule might be enforced, if necessary, and illustrated with *wood cuts* ; but a song was better than a blow, and a fiddle was better than a ferule in a school.

Mr. Pierce, at the close of the lecture, explained still further the reason for offering his Resolution with reference to lexicons. He had no design to enter into any controversy, but simply wished to get an able, learned and impartial report on the merits of the two works.

After some matters of business, and the acceptance of invitations from the citizens of Bath, to take an excursion on the river this afternoon, and from Prof. Packard, to visit the college at Brunswick to-morrow morning, the Institute adjourned.

AFTERNOON SESSION.

The Institute met this afternoon, at two o'clock, and Rev. E. P. Weston, of Gorham, Me., was introduced as the lecturer. His subject was, "*The Education of our Daughters.*" The lecture occupied something over an hour in its delivery, and was a production of great thoroughness and interest. The education of young men, said he, even if allowed to be more important — which he did not allow — is not attended with the same difficulties as that of young ladies. They are destined for the mercantile or mechanical or professional pursuits, and their general course of preparation seems to have been somewhat definitely settled. The kind and amount of knowledge supposed necessary in the various employments of man, seem to have been established by a sort of general consent. Their education is thus conducted with a degree of method which brings it to a definite result. From the nature of the case, it is otherwise with our daughters. Parents are not to choose for them their position and pursuits in life. We prepare our sons to go forth into the world according to their own choice or ours, with a definite course given them, as a merchant fits out his vessel for some particular port. He knows the seas that intervene, the general nature of the currents and winds and climes, and the demands of the market to which his ship is destined. Not so with our daughters. They are to leave us for employments in life now little expected. We send them forth like ships upon a mighty venture — we know not over what placid or stormy seas, to what friendly or hostile climate. Entrusted to others, to become their wealth instead of our own, how important that they be laden with all goodly treasures—merchandise adapted to every market; the wheat and the gold that command their price in every clime.

The foundation of a good education must begin in the nursery. It is a question of intense importance to our daughters, how they shall improve the years between the period of early youth and the period of the responsibilities of womanhood; how they shall be best trained to fill the sphere which they will occupy. What should they become? What elements should be wrought into their established characters? Those elements are suggested in the language of the King of Israel, "That our daughters may be as corner-stones, polished after the similitude of a palace." While firmness is indicated by this description, grace is also represented by being "polished."

The female character should combine solidity and grace. We have, said he, no sympathy with those who would secure to their daughters mere accomplishments; hardly less with those who

would be satisfied with a rough but substantial basis. How shall these two be attained? As you proceed from rude society, you find a want of strength and of proper physical development. Where restraints are not imposed by artificial society, and where a certain amount of labor is constantly performed, a sufficient amount of healthful exercise is consequent, of course. But where young ladies are exempted from labor, by a supposed gentility, or neglect of exercise, the consequences are noticeable. In schools where young ladies are anxious to make the utmost progress in mental attainments, they are quite prone to neglect that exercise which is productive of a sound mind and a sound body.

Among the studies which young ladies should pursue, a systematic study of the laws of physical health is important.

But, important as it is, it derives that importance, mainly, from its connection with the higher powers. It is sometimes said that woman's sphere is that of the affections, with the idea included, that she has little need of the cultivation of the intellect. But the varied circumstances of woman's condition as really call for high intellectual endowments as those of men.

The course of instruction best fitted to secure a generous intellectual education for young ladies, was then pointed out. The attention, memory, judgment and reasoning powers, need to be educated in a well-balanced female mind; and among the studies to be recommended to secure their cultivation are, first, the mathematics—but not to an undue degree—the modern and ancient languages, the natural sciences, and history and biography. Composition was also classed among the best means of securing for young ladies facility in expressing their thoughts, whether orally or in writing. Taste, or the power of appreciating the beautiful, belongs especially to woman, and a fine taste is one of the essential endowments of the female character.

The studies best adapted to improve taste, such as music, drawing and embroidery, should constitute a part of the instruction of every young lady who aims to be well educated. The study of elegant writers, who have written purely, so far as their moral teachings are concerned, is an important means of improving the taste. The cultivation of the affections is also necessary; and, if need be, they should be restrained. Too little pains are taken to educate this department in woman's character. If books are added upon moral culture, they too often leave the affections untouched. If our youths but reason correctly and remember well, if their wits are sharp, their perceptive powers keen, it seems to be thought sufficient. But is it of no importance whether our daughters shall become in feeling like Ruth or Jezebel, a Lydia Sigourney or a Fanny Wright? The best method of cultivating the affections was then dwelt upon, and the importance of restraining them, in some cases, insisted upon.

The too great love of society and of dress was also rebuked in proper terms, and the superiority of the Bible, as a book to cultivate the taste, and of the Christian religion, to purify and cultivate the affections, was strongly urged.

At the close of the lecture, the Institute, by the kind invitation of the citizens of Bath, took a short excursion on the river, and returned at an early hour, highly pleased with the trip and gratefully impressed with the cheerful efforts which the good people were making to render the visit of the teachers one of pleasure as well as of profit.

EVENING SESSION.

The Institute met again in the Central Church, at half-past seven, and after a voluntary on the organ and the singing of the song, "The happiest time is now," in excellent style, by a Quartette Club, Rev. F. D. Huntington, of Boston, was introduced, who addressed the audience for an hour and a half, upon the subject of "*Unconscious Tuition*," or that part of a teacher's work which he does when he seems not to be doing anything at all. He said the central thought of his doctrine was, that the ultimate object of the teacher's profession is, not the communication of knowledge, nor even the stimulating of the knowing faculty, if we understand by that faculty one quite distinct from the believing faculty, the sensibility and the will. Education involves appeals to faith, feeling and volition. In any liberal or Christian acceptation, education is not the training of the mind, but the man. The elements of humanity cannot be partitioned off like so many rooms in a dwelling or so many portions of the soil. One-sidedness has been the vice of all systems of education hitherto.

Mr. Huntington then stated his three main propositions, which were: First, that there is an educating power issuing from the teacher, not by design, but silent and involuntary, as indispensable to his true function as any element in it; Second, that this unconscious tuition takes its quality from the undermost substance of the teacher's character; Third, that, as it flows from the very spirit of the teacher's own life—being an effluence, so it is an influence acting on the mind of the scholar.

The highest thought and deepest emotion are not communicated by outward expression. Nature gives a broad hint to this proposition. When she discloses any of her grandest pictures or sculptures, she shuts her lips. "My children, be still," that august schoolmistress says, before she lifts the veil from any majesty or splendor. If we are presumptuous enough to talk, she secretly rebukes our babbling. When her diapason voice sounds, our loquacious one must cease. Some of the deepest,

profoundest impressions, are made on our minds, independently of spoken words, by signs, influences and associations beyond any speech. It was said of Lord Chatham, that everybody thought there was something in the man even finer than his words. We are taught, and teach by, something that never comes into language at all. This is often the highest kind of teaching, and has the most effect, for the very reason that it is spiritual in its character, noiseless in its pretensions, and constant in its influence. The moral power of the teacher's own person possesses this unconscious influence.

If we enter a number of school-rooms, we shall see a contrast something like this, said Mr. Huntington. In one is a personal presence which it will puzzle us to explain. First, there is an absence of all effort. Everything is done with ease, but after all with energy. There is no shuffling and lounging in the ease of manner. There is dignity and determination in it. This teacher accomplishes his ends with singular precision. He speaks less by his voice than by his manner; but his idea is caught, and his will promptly done. Everything is done correctly; and though he does not seem to be there, the business is done, and done remarkably well. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this, we have another who is the incarnation of painful and laborious straining; a constant perturbation, an embodied flutter, a mortal stir, an honest, human hurly-burly. In his personal intention, he is just as sincere as the other. Indeed, he tries so hard, that his boys seem to have made up their minds that he shall try harder yet, and not succeed after all. So he talks much, and multiplication of integers is only the multiplication of fractions. He expostulates, but these expostulations roll over the boys' heads like bullets shot over the ice, and his gestures indicate nothing but despair. If you ask the good master, How do you account for this difference? he will be perplexed to tell; nor will the restless one understand his feebleness any better.

The Creator has established certain signs, which reveal the great moral secret. One of these is the temper, which issues bulletins that are read every day by the boys, and read correctly. He cannot stop to analyze the impression made upon him, but he takes it, and it becomes a part of himself. It is either the dew of gentle signs, nourishing him, or it is the "continual dropping of a very rainy day," which Solomon compares to a contentious woman, though he probably had not a cross school-ma'am in his mind.

Another instrument of this unconscious tuition is the human face. This is the unguarded rendezvous of all the imponderable couriers of the heart. The eye itself, in its royal port and

power, is the born prince of the school-room. Nature made the countenance of man to reflect the spirit of his life. The faces we love to look upon are those which are really beautiful; and they are the faces of lovely persons. No matter about Juno nor Apollo. Scipio said, "the countenances of holy men are full of royal power." The soul, such as it is, will shine through.

Another of the unconscious educating forces is the voice, the most evanescent and fugitive of things, and yet the most reliable as a revealer of secrets — the voice, irrespective of what is said, simply as a sound.

Another is that combination of physical signs and emotions which we designate in the aggregate as "manners." It was said that an observer could tell, in parliament, in the morning, which way the ministerial wind blew, by the manner in which Sir Robert Peel threw open the collar of his coat. It used to be said, among the "old-school" gentlemen and ladies, that a courtly bow could not be made without a handsome stocking and slipper. But the principle that rules the life is the sure posture master. A wrong is inflicted on the school-room, for which no scientific attainments can be an offset, by a coarse and slovenly teacher and vulgar presence, munching apples or chestnuts, like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the sky than the earth, like a clown, and belching saliva like a member of Congress.

After referring to the general neglect of the education of the imagination, Mr. Huntington passed to remark on the importance of this unconscious tuition to dull, stupid scholars. It is about all the tuition they get; all they get pleasantly, and all that sinks in. What a jubilee when they find a teacher who teaches by his looks and heart-beats and spirit! He then gave a most graphic description of the scenes in a school-room on certain days, known to teachers as days when everything seems to go wrong, and the spirit of mischief rules the pupils. Days when everything is harmonious were also described, and these days of depression and of elevation were represented as high and low water marks which show the sweep of the tidal waters within the teacher's own breast. As the principles of the psychology are better known, the time may come when these special moods may be understood, and their return predicted with as much certainty as an eclipse.

The saddest perplexity that teachers have to meet is to solve the question how their moral duties may be most effectually discharged. When the child's conscience and spirit are approached you confess the uncertainties that invest that nature. Need it be so? Have we no promise from God? Is there no covenant for us? Is not temptation itself subject to spiritual laws which we may more and more comprehend as we ascend nearer

to Him who "has put all things under his feet?" What we daily sow we shall reap. What is in us, will out. If we mean to train disciples to Christian virtue we must tread the road ourselves. The graces of Christianity must be set upon the breasts of the pupils by teachers who illustrate them by their own lives. In closing, Mr. Huntington spoke of teachers as being, under Christ, directors of an immortal rearing, ministers of our social institutions, the regulators of families, apostles to the church, fellow-helpers to the truth of Him who is the Father of all families, King over all empires, the Head of the Church.— "If," said he, "I heartily congratulate you on such possibilities and opportunities, will it be deemed a presumption that I have urged you to be disinterested in that friendship, wise master-builders, faithful apostles?"

Mr. Greenleaf, of Brooklyn, N. Y., then repeated a notice which the President had previously given, of a meeting of the American Association for the Advancement of Education, to be held in New York on the last four days of August, and urged the attendance of members of the Institute.

On motion by Mr. Perry, of New London, Conn., three members of the Institute were appointed as delegates to attend the above meeting, viz., Messrs. Perry, of New London, Tower, of Boston, and Wm. H. Wells, of Westfield, Mass.

Mr. Bulkley, of Brooklyn, N. Y., then suggested that he wished to have the Institute express its sympathy with those in foreign lands who are engaged in general education, and offered the following Resolutions:—

Whereas, The principle of home and foreign correspondence, visitation and exchange, has demonstrated its utility and power, therefore,

Resolved, That the American Institute of Instruction recognize in this principle a means by which all our educational interests may be greatly promoted.

Resolved, That we enter into correspondence, exchange of publications, and intercourse by delegates with kindred associations in the United States and foreign countries.

Mr. Perry said, in reference to this matter, that, when abroad, he met with teachers in every part of Europe, and beyond it, who expressed themselves willing to join with any association for such exchanges as the resolutions contemplated. These exchanges might be at once commenced. Mr. Vattermare said to him that he would be glad to be a medium of communication in such an enterprise.

The resolutions were then adopted, and the Institute adjourned.

THIRD DAY—MORNING SESSION.

After the return of the members of the Institute from their visit to the college at Brunswick, the Institute was opened at ten o'clock with prayer by Rev. Mr. Phipps, of Ipswich, Mass. Rev. Thomas Hill, of Waltham, Mass., was introduced as the lecturer of the morning. He announced as his thesis, that *Geometry is the foundation of learning*. This is the science which is always taught in Nature's school. It has been neglected since the invention of logarithms, but it has remained the foundation of all knowledge; and no man has learned anything truly, until he has got enough of geometry to build that knowledge upon.

The reverend speaker then gave the outline of his views of a perfect education. As the child is a will, actuating a body under the impulse of sentiment, appetite or passion, and by the guidance of reason, four sorts of education are requisite; for the will, the body, the impulsive nature, and the reason. Intellectual training is, therefore, only one of the four indispensable branches of true education.

Mr. Hill divided science into five branches, viz.: Theology, Psychology, History, Natural History, and Mathematics. Then, taking these divisions, they necessarily follow each other in the reverse of the order in which they are enumerated above, so far as relates to time. All knowledge rests upon a double basis of perception and conception, of sensation and consciousness. The perceptive faculties are first developed and the conceptive last. The infant only perceives. He does not reason. For many ages geometry was made the first, and almost the only, study for the young. Of late years, and especially in our own country, the science has been greatly neglected.

The child begins to study geometry as soon as it opens its eyes and distinguishes a circle from a square, a chair from a table. Did the infant fail to learn what it does of form and space, it would be an idiot, and could not learn anything else.

Mr. Hill said, the reasoning powers are the only ones called into play in ordinary education. The child is directly taught only to reason and remember. The copying of simple outlines should be taught in order to train the perception. Of all that we learn, no truths are so intimately connected with our own happiness as those of geometry.

At the close of the lecture the subject was briefly discussed.

Dr. Barnas Sears first spoke, expressing his general approbation of the lecture, though he said there were some points in respect to which he might not entirely agree with the lecturer. He was pleased at the exhibition of vigorous thinking which had

been made, and whether the doctrine of the lecture was true or not, there was enough in it to contribute to his enjoyment.— This world of beautiful forms might be looked upon with more pleasure by teachers and pupils, if what is beautiful and true were more often contemplated. This would train the mind to those elevated ideas to which all education should tend.

Prof. A. Crosby, of Boston, also expressed his gratification at the manner in which the subject had been presented. He wished the leading principles of the lecture could be incorporated into our habits of thinking and feeling on the subject of education. He had no question that geometry was essential as *one* of the foundation studies, and had no objection that it should be called a corner-stone, whether it lay at the foundation of *all* studies or not. Still, there must be other corner-stones. A teacher of music would contend that the ear is the first medium of ideas, and that a child comprehends the voice of its mother, before it can have any idea of the forms of objects around it. The observation of color comes along with the observation of form, and without this, color would be a mere daub.

He thought the study of forms was too much neglected in common schools. What idiots we should be, had we not the beautiful forms to study which God has thrown around us. Every object,—the earth, the beautiful forms of the vegetable world, the branches, the leaves of trees, the out-gushing fountain, the mountains and the stars rising in solemn stillness above us, invite to the study of geometry.

In conclusion, Prof. Crosby expressed his entire sympathy with the lecturer, in his earnest labor to secure the just rights due to geometry in our common schools. He also urged all present to make themselves acquainted with the works which Mr. Hill had produced for the purpose of interesting the young in the study of geometry.

Mr. Hill responded to the remark that a teacher of music would claim for it a precedence over geometry, that there is no science directly founded upon the sensations of color or sound. Music, as it relates to the ear, is an art—the art, because it is the highest art. He would say, then, that music was the necessary foundation of all moral culture; geometry the foundation of all intellectual culture.

The Institute then proceeded to the choice of officers for the ensuing year, which resulted as follows :

President—John Kingsbury, Providence, R. I.

Vice Presidents—S. Pettes, Roxbury; Barnas Sears, Newton; Gideon F. Thayer, Boston; Horace Mann, Yellow Springs, Ohio; George N. Briggs, Pittsfield; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, West-

field ; Dyer H. Sanborn, Hopkinton, N. H. ; Alfred Greenleaf, Brooklyn, N. Y. ; Cyrus Pierce, West Newton ; Solomon Adams, Boston ; Nathan Bishop, Boston ; William D. Swan, Boston ; Charles Northend, New Britain, Ct. ; Samuel S. Greene, Providence, R. I. ; Benj. Larabee, Middlebury, Vt. ; Thomas Cushing, Jr., Boston ; Rufus Putnam, Beverly ; Ariel Parish, Springfield ; Leander Wetherell, Amherst ; Ethan A. Andrews, New Britain, Ct. ; Thomas Baker, Gloucester ; John Batchelder, Lynn ; Daniel Leach, Providence, R. I. ; Amos Perry, New London, Ct. ; Nathan Hedges, Newark, N. J. ; William J. Adams, Boston ; Worthington Hooker, New Haven, Ct. ; Zalmon Richards, Washington, D. C. ; John D. Philbrick, New Britain, Ct. ; John W. Bulkley, Brooklyn, N. Y. ; Samuel F. Dike, Bath, Me. ; Thomas Sherwin, Boston.

Recording Secretary—D. B. Hagar, Jamaica Plain.

Corresponding Secretaries—George Allen, Jr., Boston ; A. M. Gay, Charlestown.

Treasurer—Wm. D. Ticknor, Boston.

Curators—Nathan Metcalf, Boston ; Jacob Batchelder, Lynn ; Samuel Swan, Boston.

Censors—Charles J. Capen, Joseph Hale, Joshua Bates, Boston.

Counsellors—Daniel Mansfield, Cambridge ; Samuel W. King, Lynn ; D. P. Galloup, Lowell ; A. A. Gamwell, Providence, R. I. ; Elbridge Smith, Cambridge ; Solomon Jenner, New York ; F. N. Blake, Barnstable ; Charles Hutchins, Providence, R. I. ; Moses Woolson, Portland ; Alpheus Crosby, Boston ; Calvin P. Pennell, Yellow Springs, Ohio ; Samuel John Pike, Lawrence.

THIRD DAY — AFTERNOON SESSION.

The Institute met this afternoon at two o'clock and took up for consideration the question of the relative importance of the ancient classical and of scientific studies in an American system of education.

Professor Alpheus Crosby, of Boston, considered the subject presented for consideration one of the most important that could be discussed, because the two classes of studies concerned have for a long time divided the attention of educationists. In England one of the great universities gives prominence to, and derives its glory from classical pursuits, while the other, though it has not neglected the classical, has given prominence to mathematical and scientific pursuits. There is scarcely a meeting among earnest men engaged in the work of education, at which the question is not presented and the necessity of the classics urged. On the other hand

there are those who complain of the low state of classical education among us. They compare our public schools with the English, with Eton, Harrow and Rugby, and mourn the inability of our pupils to write Latin. Or they refer to the poems in Latin and Greek which are written at those universities, and ask in what American college these can be produced.

Or they turn from the colleges to the Gymnasias of Germany, and pointing to the learned works sometimes produced by the young men, they ask, What professor is there in an American university who could bring forward a work like this? Others complain that so much time of young men, and often of young ladies, is given to the study of Latin and Greek. The question is asked, Who talks Latin now? What occasion is there for writing it now? But after all, those who most magnify the ancient classics, read the elegant translations with much more enjoyment and appreciation than they do the original. As we are beginning a new career in politics and legislation, should we not throw off these trammels of the European schools and colleges, and, letting "the dead bury their dead," permit these dead languages to rest in peace? They sometimes quote the Latin phrase for the burial of the Latin, "*requiescat in pace*," and they say, Let us map out science as it has been mapped out by the Great Author of matter and of mind; and throwing out a prospectus like that given this morning, they say, So much time for the study of nature and its properties, so much to history and literature, and so much to the study of the Great Author of external nature and of mind. So much interest there is about these various questions, so much of practical discussion from these two armies in the field, with their earnest leaders and their enthusiastic followers, and it would be strange if there should not be found in such an assembly as this, good knights in the cause of education who will take up the shield and spear and give battle for what they believe is the right and the true.

Rev. Mr. Hill, of Waltham, said: I am glad the question is under consideration, for I want to speak on the other side. Having given my opinions this morning on the side of mathematics, I wish to give my feelings on the classical side,—and not my feelings only, but my opinions; for those who did me the honor to listen to me this morning will remember that I said that history was one of the great divisions of human learning—the history of what man has done. The noblest thing that man has done is to think, and he expresses his thoughts not only by his acts, but by his words. And Sallust has said, that it is not only praiseworthy to do well, but also praiseworthy to speak well concerning that which has been well done.

The history of human thought has been written in human language, and we shall only understand the progress of the human mind when we understand the progress of human language. No man knows his mother tongue until he knows all other languages. No man understands English well until he can trace back the derivation of his English words through their ancestry up to the earliest known language.

The study of language throws light upon every other science. We have some of us had the pleasure of hearing the great master of Zoölogy draw an argument for the settlement of a question of physiology — a question of strictly zoölogical research — from an examination of the languages of mankind, showing that there were inherent in the languages themselves generic differences as well as specific differences.

It is impossible for us in our ordinary modes of education, to lead every man up to the heights of each particular branch of study. It is impossible for a man to become in these days a paragon of universal learning. He may be a universal genius now as well as at any age. But it has been said that in the nineteenth century, the man that would study butterflies has no time to study beetles. The immense variety of details in each branch, makes each one a life-long study. Indeed, *a priori*, it must be so. The work of an Infinite Creator embodies at every atom infinite wisdom. There is not an atom of matter but will suggest to the spirit not only life-long studies but such as are to last through eternity. They never can be exhausted because they are the workmanship of an Infinite Being. And it is impossible, and would not be desirable, to lead scholars into any high classical attainment. But we should not only have a good classical course of education for a large proportion of our young people, but we should have a classical spirit imbued into all our common school education. If our friend, the master of the high school at Cambridge, were here, we might well take up the time that was to have been given to Prof. Lewis's lecture to hear him explain the use of the English classics. By the classical spirit, he understands our appreciation of the beautiful in language. This we can introduce into common schools. Children of four or five years old will be interested in it. They will almost invariably ask, when told the name of a new object, "Why do they call it so?" They have an instinctive feeling that there is a reason, and that our names are not arbitrarily affixed to objects. The origin of language must have been a simple catalogue of names. We will include, if you please, lest I should be taken up by some more learned philologist than myself, verbs among the original words. At any rate it is impossible for us to conceive of language, but as suggested by external things. Words

were, perhaps, attempts at the representation of things, it may be of the sound that a thing produces, it may be some other attempt; but they are the necessary results of the nature of the thing or of the formation of our organs. In many cases we cannot trace this, but in thousands we can.

If we examine closely the sound of a word, and the spelling, and give the ancient pronunciation to the spelling, we can trace the reason why. Why is it that *sn* and *sm* scarcely ever come together without referring to the nose? There is some connection, some drawing up together of the nose, some attempt to imitate a "*nosing along*." Mr. Goddard said the first time the word "*sneak*" was born, a man called his dog up to him, and the dog, instead of coming up, went off with his tail between his legs and his nose to the ground, and the man looked at him and said "*sneak*." It may be so. At any rate it is a curious fact that a snake is an animal that sneaks; a snail drags itself along; snarl denotes a drawling sound through the nose; snuff is an article applied to the nose quite too much. So of many others, as snub, snuffle, snigger, snob, sneeze, snort, snout,—almost all refer to the nose. A child would be interested in that fact, or any one of a thousand like it. And this is adapted to a common school without going into Latin and Greek, which are valuable adjuncts, and almost invaluable to those who would carry the study of philology further.

But the question is, How much time should be devoted to these studies? I think that in this case, the English schools have erred. I think that time is wasted in America by those who use Arnold's books. My own firm conviction upon this subject is, that we have erred in making this an intellectual exercise before the mind is adapted to it. Grammar belongs not to children but to adults; it pertains to the reason. The perceptive faculties come to maturity at fifteen, the imaginative, at or before twenty-five; the reason seldom comes to maturity before thirty. And we should take every possible subject in that order, teaching first the senses, and afterwards, last of all, the reason.

Now, in languages, the first thing is the connection between the sound and the idea. It is not an original analysis of the structure of the language. It is simply a knowledge of the construction of words and of the practical mode of arranging sentences. This is attained in reading. I have always enjoined the practise of rapid reading—not critical, but rapid reading. In this way much greater attainments can be made in shorter time. And not only is time saved, but a better insight into the spirit of language can be given than by the slow and critical mode given by Arnold's works—the critical study of short sentences. You get nothing of the spirit

of Latin until you have read an oration of Cicero at a single sitting, nor of the Greek until you read one of Demosthenes in the same manner. What would a child know of the English language, if his sole acquaintance with it arose from his careful study of "Greene's Analysis"? I would not have merely rapid reading. I would not disjoin the two methods.

The President humorously suggested that, though the question under consideration had been illustrated, it was not yet quite demonstrated.

Rev. Mr. Cushman, of New Castle, Me., suggested that the mode of acquiring a knowledge of language which Mr. Hill had proposed, seemed to him scarcely appropriate for the acquisition of Latin, though it might be so for acquiring the French language.

Mr. Allen said the subject presented was large, and in some measure so distant, that it may be compared to the moon, which it is said to be difficult to measure for a suit of clothes. And yet there are tangible and easily visible points to the question. It is a question of practical bearing upon an American education—and I take it a good American education would be a good European education, and the very best European education would fall nothing short of a pretty good American education. The question is, To which do we give the most practical use, the greatest number of uses, and have the most frequent occasions for using? Language is what we use every day. We use it when we rise up and sit down, when we walk by the way, and when we lie down at night—at least the words are on our minds, and they exert their power upon our purposes and our hearts. I take it that no man who speaks the English language can have a perfect knowledge, or an approximation to a perfect knowledge of his mother tongue, without a knowledge of Latin at least, which is the basis of so much of what we call and use as the English tongue.

I would ask by what power those men who have controlled mind in their own country, in different nations, have done it but by language? Where is the power of the pulpit and of the rostrum? And who are the great men that have done the most for this country to distinguish it from all others; who have done most to express its true character and the power of its institutions upon other countries, except those who have—as a general truth—been familiar with the classics? What could the men who came to New England have done but for the power of language?

An early acquaintance of mine,—“Honest John Davis”—with whom I fitted for and was in college, when he was about to return from his first session in Congress, went to Mr. Web-

ster and said : I wish to buy a few books to take home, and I wish your counsel. What shall I buy ? Said Mr. Webster, " Buy dictionaries ; I read dictionaries." He did understand dictionaries ; and all who heard and felt the power of Mr. Webster's demonstrative words, felt the power of the English language, and the effect of the use of the dictionaries that recorded the meaning of our own words, an acquaintance with which and with their original power, as they come down from classic ages, Mr. Webster had formed.

What did science do for Burke ? She did something ; she did much. But the classics did much more to discipline his mind, and to make him the political and moral philosopher that he was ; and to make him, in these respects, stand out distinctly from other men. Mathematics were his hate, though he learned them some. The classics were his delight, particularly Virgil and the Odyssey of Homer, so often postponed to the Iliad—but may I not say to you, more full of beauty and of that wisdom which is useful in all ages ? And who have been the masters of English literature, and remain its masters, but Milton and Shakspeare, who is so often supposed by the ignorant to have known little or nothing of the classics ? But whoever reads his works will see that he not only read much their translations, but they will see that he was a much better classical scholar than most of those who listen to the president of a college when he says, "*hoc little scroll of parchment tibi trado.*"

Patrick Henry has been spoken of as a native orator and has been compared to Red Jacket, whom I have heard speak at a council fire with his own native eloquence, rising gently, modestly, with an easy dignity and grace, commencing moderately, rising higher and higher and commanding the audience from almost his first whisper to his loudest intonation.

But to come back to him who was called the Red Jacket of our orators, (Patrick Henry) how came he by that power ? If eloquence consists in temperament, as Dr. Beecher has said, he had it not ; but he was educated classically. His father was a scholar, and under his instruction he early learned the classics, and they were imbedded in his mind. And although he may not have pursued them after he came to manhood, except casually, their power was in him, and the nation at this moment feels that power, and will feel it to the end of time.

The President again facetiously reminded the Institute that the subject was not exhausted. Nothing had been said about Dr. Franklin, who, he believed, did not study the classics.

Mr. Allen briefly responded that Franklin undoubtedly regretted that he did not.

Mr. Bunker, of Nantucket, said he was too little acquainted with the merits of the subject to discuss it profitably. He in-

quired if there was not danger that the classics would fall into disuse and neglect at the present day, when so much more encouragement is given to inventive talent and to efforts for simplifying processes. Men are apt to direct their energies to that which will be most appreciated and best rewarded. The man who devotes himself to the classics must not hope for high distinction at the present day. He thought it important, therefore, that special efforts should be made to prevent the classics from falling into contempt. If language is the great power to move the minds of men, then he who has most studied it is best fitted to do it, for he can best express thought.

In closing, Mr. Bunker said that they who have given their days and nights to the study of the languages are best fitted to discuss this question, and he felt his own incompetence.

Mr. Hill replied that, as Mr. Bunker had suggested that those should speak on the subject who have given their days and nights to its consideration, he would quote from a man (Gilbert Wakefield) who was preëminently a scholar in the classics, a man who spent weeks to find whether Jupiter should be spelled with a double p, and finally concluded that it should; and afterwards always spelled it so in his works. He says:

"Happy the man who has laid deep the foundation of his future studies in the recesses of geometry, that 'purifier of the soul,' as Plato calls it, and in the principles of mathematical philosophy; compared with whose noble theories, I make no scruple to declare it, our classical lucubrations are but as the glimmering of a midnight taper to the splendors of an equatorial sun."

However, I think that man's judgment was warped, and that in the contempt which he poured on his own study, he erred as much as in the devotion of his time so much to Latin.

The question presented is one for which we have no data. It is mathematical; it comes strictly within my province—the domain of quantity. Now we must have as many conditions as there are unknown quantities. In this case we have not, and it is impossible to say what is their relative importance, because they are in one sense of equal importance. To make a whole man he should understand everything. At least, he should have the spirit of each science; should understand enough of each to sympathize with the spirit of it. Any prejudice which a man feels against any science is a narrowness. A man should be led far enough into each science to catch its spirit, so that he may sympathize with those who take it up as a speciality and run it on to its utmost limit. Unless a man does this he is apt to think that that which he has studied is the only thing worthy of study, which must be an error of course. We want

to understand the whole of God's providence; why God put us here, and what for. The mere knowledge of facts is not science; else an empirical law, such as Kepler's three laws of astronomy, is just as good as Sir Isaac Newton's theory of gravitation. The French definition of the aim of science is, the endeavor to reduce all facts into a single formula. That is not the aim. I can express all the formula of astronomy without the slightest regard to the nature of the thing. The mere expression of a fact is not the science. Science is a communion of thought with the Infinite mind. Certainly He made us rational beings and designed that we should communicate with each other; and therefore, in one sense, language is artificial, and the work of sinning man; in another sense it is a divine work as much as the planets. There is nothing low nor mean on earth, except what we make mean. The soul, in true communion with its Creator, is ennobled. It can behold nothing except as a part of the divine plan, and its aim is to understand that plan. But this is not the place to discuss revealed religion, and I may have caused a wound in the minds of some by the assertion I have made; but if I were to go on I should probably heal it again. I make these statements not as a clergyman, but as a man of science.

The President said he would like to mention one fact. He met, a few years ago, with a gentleman who had graduated with considerable distinction at the great Classical College in England. He was then travelling as the tutor of the children of a wealthy family in this country, and he came in contact with one of our educated Yankees, who got into conversation with him, and had occasion to speak of History, and of Old Style and New Style. This very highly educated man opened his eyes widely. He had never heard of double dates; he did not believe there was such a thing as double dates. The question became so serious, that it was referred to a clergyman, for decision. That is a one-sided education. But he went further. We have some acquaintance with the *Westminster Review*, but that gentleman had scarcely heard of the *Westminster Review*. The question is, Shall we make our boys spend six or eight or ten years in the study of the technicalities of the ancient languages? They can talk their mother tongue very well, and where they have not been vitiated by contact with servants, as they are apt to be in wealthy families, they speak our language correctly, in imitation of their parents. The question is, whether we shall spend so much time in teaching the languages, or more in showing them what God has done for us in this beautiful world of ours. There is the single branch of science (electro-magnetism), which has come into existence since I have lived. How many understand it? Very few. Should we omit that? There is chemistry,

too. It is a good thing to have a potatoe boiled well ; yet, how many can boil it well ?

Mr. Hill then said there was scarcely a classic author fit to be put into the hands of youth, or, indeed, of a man, until one has gone over it and struck out many passages — not mere refined coarseness, such as defiles Shakspeare. In Shakspeare, there is no impure thought, or but seldom ; but very coarse language. But in the ancient classics, the best of men are impure in thought.

Mr. Allen said he supposed that objection, if carried out, would cut us off from reading the Bible. But let me speak, said he, of the influence of the classics in elevating the mind. Where do we find nobler sentiments ? where do we find them so beautifully expressed ? If we refer to those men who gave being to our colonies and to our nation, they were all of them classic-bred, and most of them under the instruction of that great classic scholar, John Lovell, who, for more than fifty years, was at the head of a Latin school. And though some who were taught by him were compelled to say that they were brought up in the school of one *Tyrannus*, yet all admitted that they were indebted much to him for the instruction of their own minds, and the increase of their powers which made them useful. How often did they quote, for minds that could understand them, those sentiments of liberty, justice and right, and all that was magnanimous in American character, showing that their own minds, in the seven years' training, were imbued in the classics with those instructions which were still active powers, and whose influence they were spreading all abroad.

I do not undervalue scientific attainments. So far from it, I have a great and habitual reverence for them. But for which — language or science — do we, as a nation, have the most use ? We have chemistry, to be sure, in making bread and in all the arts of life ; but we get along with these with very little knowledge of chemistry. But the power of language, as it comes from the press, the pulpit, and every place where the masters of assemblies are, shows the power of the classics over minds well trained in them.

Rev. Mr. Cushman replied to the objection made to the classics, on account of the impurities contained in them, that there was enough in them which is pure that may be studied with profit, while the rest may be expurgated or omitted.

As to the comparison between the Scriptures and the classics, there is one principle to be considered, which is, that the thing referred to in the Scriptures, though it may be of an impure character, is always spoken of in terms of condemnation ; whereas in the classics it is approved, and is referred to for the very purpose of extending its influence.

If persons were called to vote on this question of the relative importance of the classics and the sciences, they would be apt to vote according to their own pursuits. Those who are engaged in commerce would point to what Lieut. Maury has done to represent the trade-winds and the currents of the Atlantic and Pacific Oceans. But lawyers, clergymen and professional men, on the other hand, would vote in favor of the classics.

Education has been defined here as a cultivation of all the powers that God has given to an individual, and therefore it must include both. They are twin sisters, and must go together.

Messrs. Hill, Crosby and Dike made a few additional suggestions, when the question was referred to the next meeting of the Institute, for further consideration.

The customary resolutions of thanks to the citizens of Bath, to the committee of arrangements, the glee club, and the several railroad companies which had reduced the fares, were moved by Mr. Allen, of Boston, and adopted. Prof. Crosby offered the following resolution, which was also unanimously adopted :

Resolved, That the thanks of the Institute be hereby presented to Thos. Sherwin, Esq., for the able, impartial, and happy manner in which he has presided over its deliberations during the past two years ; and that he be assured that his long-continued labors to promote the welfare of this Association, his deep interest in the cause of general education, as well as his generous sympathy and hearty coöperation with his fellow-teachers, whether young or old, command from every member the highest esteem and most friendly regard.

The President then said :

Gentlemen of the Institute :—It may not be inappropriate, perhaps, for me to say a single word on this occasion of our parting. It demands my gratitude to all the members of this Institute, that they have been so lenient towards the imperfections of myself, who have presided over your meetings for the last two years. It is very true that we have had two of the most successful meetings that this Institute, now twenty-five years old, has ever had.

A remarkably interesting meeting was held last year at Providence ; but a large share of the interest of that occasion was due to gentlemen of the Institute who resided there. They were the workers ; they prepared for our happy reception, and they greatly assisted the President in his duties at that time.

This meeting has been one of no ordinary interest. We came down here, hardly knowing what to expect, though we knew we had the coöperation and the sympathy of a few leading gentlemen of the place. I express my individual opinion, and I think I express that of the Institute universally, when I say that our reception has been far beyond what we ought to expect. Educational bodies should not make themselves burdensome. We are ready to spend our time and our money in this cause, since we think we may, perhaps, do some good, receive

good imparted by others, and excite an interest in the cause of education among the people of the place in which we meet. The community in the midst of whom we assemble, may not look upon the subject in the same light that we do. But I must say, that, from the manifestations we have had in the city of Bath, we cannot doubt the deep interest of the citizens in the cause of education,—we cannot doubt that they inherit the largest share of the hospitality of the old Pilgrim Fathers, who came over here and struggled with the savage, and endured so heroically the trials which they had to suffer.

As the thanks of the Institute have been presented to the citizens of this city, I speak for one,—I think I speak for all, when I say that these thanks consist not in words alone ; but there is something deeper, holier, if I may so express it. It is a deep feeling of gratitude flowing up from the heart.

Gentlemen and ladies, members of the Institute, and others interested in the cause of education, I hope to meet you one year hence at as good a meeting,—I can hardly hope for a better,—as this has been.

The President then read an invitation, tendered by the citizens of Bath, to meet in the Columbian Hall in the evening, for the purpose of familiar social intercourse, and an interchange of parting civilities. The Institute then adjourned *sine die*.

[In order to make room for a full report of the proceedings of the American Institute, at its late session, several articles designed for this number of the "Teacher," are omitted.—Ed.]

Resident Editors' Table.

| | | |
|--------------------------------|---------------------|----------------------------|
| GEORGE ALLEN, Jr.,.... Boston. | } RESIDENT EDITORS. | ELBRIDGE SMITH, Cambridge. |
| C. J. CAPEN,..... Dedham. | | E. S. STEARNS, Framingham. |

At a meeting of the Masters of the Public Schools of the City of Boston, held Sept. 13th, the following preamble and resolutions were unanimously adopted:—

Whereas, Abraham Andrews, Esq., after thirty-three years of faithful and distinguished service, as Principal of the Bowdoin School in the city of Boston, has resigned his office with the intention of retiring from the active duties of the profession to which he has ever been an honor ; and whereas we, the Principals of the Boston Public Schools, impelled by sentiments of high regard for Mr. Andrews, desire in an associated capacity to bear testimony to his great worth and eminent service ;—
Therefore,

Resolved,—That, in his long and successful devotion to

educational pursuits in our city; in the faithful discharge for so many years of the responsible duties of the office of Master in our Public Schools; in the kindness and benevolence of his disposition; in the affability of his manners and the strictness of his integrity; in his enthusiastic love of his profession, and ever fresh interest in the noble cause of Education, we recognize an example deserving our highest admiration,—a model,—worthy of our careful and most faithful imitation.

Resolved,—That, while we regret that the pressure of years has prompted his retirement from his office as a colaborer with us, we desire that he may long enjoy a vigorous old age of honorable repose, sustained and solaced by the consciousness of past fidelity, by the cordial esteem of his fellow instructors, and by the faithful teacher's best earthly recompense,—the grateful respect and abiding love of his numerous pupils.

Committee, { JOSHUA BATES,
HENRY WILLIAMS, Jr.,
CORNELIUS WALKER.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Annual meeting of the Massachusetts Teachers' Association will be held in Lowell, on Monday and Tuesday of Thanksgiving week.

All teachers who would like accommodations with private families, are requested to send their names to Mr. Samuel Coolidge, Publisher of the "Massachusetts Teacher," at least two weeks previous to the meeting.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE sixteenth Semi-Annual meeting of this Association will be held in South Dedham, on Thursday and Friday, the twenty-fifth and twenty-sixth days of October.

Lectures will be delivered by S. J. Pike, Esq., Principal of the High School, Lawrence; Rev. Mr. Ryder, of Roxbury, and Dr. Jarvis, of Dorchester. The subjects proposed for discussion are — "Grammar;" "School Libraries;" "Should Prizes be recognized among the Incentives of the School-room."

JOHN WILSON, *Sec.*

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE fifth semi-annual meeting of the Middlesex County Teachers' Association will be held at Lowell on Friday and Saturday, the 26th and 27th of October.

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz.:

| | | |
|----------------|------------------|--------|
| At Chelsea, | Oct. | 1-5. |
| At Shrewsbury, | " | 7-12. |
| At Ashburnham, | " | 15-19. |
| At Rutland, | " | 22-26. |
| At Adams, | Oct. 28, Nov. 2. | |

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.

2. The True Mission of the Teacher.

3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE MASSACHUSETTS TEACHER.

Vol. VIII, No. 11.] WM. H. WELLS, Editor of THIS NUMBER. [November, 1885.

POPULAR EDUCATION IN UPPER CANADA— NORMAL SCHOOL AT TORONTO.

THE time has arrived when the "schoolmaster" must go "abroad" to gain instruction, as well as to impart it. The teacher who is satisfied with his own experience, and will not take the trouble to inquire what progress others are making, is in great danger of finding that he is detached from the rest of the train, and that the passengers have all gone into the "car forward."

Teachers above all other classes in the community, are favored with frequent and regular vacations, and are, therefore, the more inexcusable if they fail to become in some degree familiar with the systems and modes of instruction that are adopted in the best schools. Most of the teachers of the State are so situated that they can enjoy these advantages with only a moderate expenditure of either time or money.

Availing ourselves of a recent vacation, we went as far as Canada West, and spent several days in studying the educational system of that Province. We stopped *en passant* at Utica, with the assembled teachers of the Key-stone State, and found that the New York State Teachers' Association embraces several hundred of the best teachers in the country, with three times as much intellectual and moral power as they can bring to bear effectively in one organized body. We lingered also at Trenton Falls, near Utica, long enough to learn that it is one of the most beautiful summer retreats that an exhausted teacher could possibly desire.

A few of the impressions received during our visit to Toronto, and facts gathered there, may not be wholly destitute of interest to the readers of the "Teacher."

So much has been written and said of the Prussian system of schools, that well-informed teachers have become familiar

with most of its prominent features ; but a system of education, in some respects more complete and imposing than that of Prussia, has sprung up on our own borders, which appears to have attracted less general attention among us.

The present system of education for Upper Canada is identified with the name of the Rev. Egerton Ryerson, D. D., Chief Superintendent of Schools. Dr. Ryerson entered upon the duties of his office in 1844, and spent an entire year in examining the different systems of other countries, both in Europe and America. The results of these investigations were embodied in an elaborate Report, published in 1846, and in a bill for the establishment of an improved system of schools, which became a law the same year. The system adopted by Dr. Ryerson is eclectic. Many of the general features of the school law were borrowed from the system of the State of New York ; the principle of supporting schools according to property, was derived from Massachusetts ; the elementary text-books adopted, were those published under the sanction of the National Board of Education in Ireland ; and the system of Normal School training was derived from Germany. Dr. Ryerson acknowledges himself specially indebted to these sources, but the features he has derived from them are essentially modified in their application.

The course of instruction provided by law in Upper Canada, embraces every grade of school, from the lowest to the highest. The attention of the Educational Department is devoted more especially to the interests of Common and Grammar Schools, and yet it would be difficult to find another country in which an equal amount of pecuniary aid is furnished to students in the higher departments of education. In the University of Toronto there are distributed annually among the students about sixty scholarships, each worth \$150, besides numerous prizes and medals. The scholarships are given to those who sustain the best examinations in the different branches, at several different stages in their college course.

The Normal School at Toronto is an institution that would be an honor to any country in the world. It consists of a Normal School proper, and two Model Schools. In the Normal School, pupils are "taught how to teach ;" in the Model Schools, they are taught to give practical effect to their instructions, under the direction of teachers previously trained in the Normal School. The Model Schools are designed to be the *model* for all the public schools in the Province. The buildings were erected by Government in 1852, and the grounds occupy an entire square of more than seven acres. The whole cost of the buildings and site was about \$125,000. The buildings and premises are by far the most commodious and elegant of the kind in America.

The main building is 184 feet long and 84 feet deep, and the extreme height of the cupola is 95 feet. The arrangement of rooms is such that the male and female students are entirely separated, except when in the presence of one of the teachers. More than half of the lower floor is occupied by the rooms of the "Education Office" and the "Map and Public Library Depository."

The pupils of the Normal Schools are divided into two classes, and the lectures and other instructions are given chiefly by Thomas J. Robertson, Esq., and Rev. William Ormiston. These gentlemen had both been distinguished for their scholarship and ability before engaging in the school at Toronto, and they have shown themselves fully equal to the duties they are now called to discharge. Those who attended the recent meetings of the New York State Teachers' Association, enjoyed the privilege of hearing an off-hand speech from Mr. Ormiston, and it is no disparagement to others to say that it was not excelled by any similar effort during the sessions. Whenever we have occasion again to refer to a speaker who illustrates the *vehement* in style, we shall name the Rev. William Ormiston.

Much of the instruction in the Normal School is given in the form of familiar lectures, but the examinations of the pupils are thorough and searching. The number of pupils in attendance at the time of our visit was about eighty, but this is considerably less than the usual attendance. The course of instruction extends through two half-yearly terms, and embraces both common and higher branches of English study. The course appears to be less strictly professional than in several of the Normal Schools in the United States. Less time is devoted in the Normal department to the theory and practice of teaching; but this deficiency is in a great degree supplied by the extensive practice required in the Model Schools, under the direction of competent and experienced guides.

The Model Schools are more extensive and complete in their arrangements than any in the United States, unless we except the Model Schools at New Britain, Conn., which are unquestionably the best we have. The number of scholars attending the Model Schools at Toronto is about 400.

The business of the "Education Office" furnishes full employment for the Chief Superintendent and his Deputy, with some three or four clerks. The Journal of Education is issued from this office monthly, under the direction of Dr. Ryerson, assisted by the Deputy Superintendent, J. George Hodgins, Esq.

Another important branch of the establishment is the "Apparatus, Map, and Library Depository." An extensive assortment of works in the various departments of literature and science, is kept constantly on hand, and schools and libraries

are supplied at cost throughout the Province. The books furnished by this Depository to the public libraries, amount to nearly 100,000 volumes annually.

It may, perhaps, aid in forming an idea of the amount of business transacted by the Department of Public Instruction, to state that the number of letters received by its several branches, amounts to about 500 a month.

At the head of the whole system, are the Council of Public Instruction and the Chief Superintendent of Schools, both appointed by the Crown.

POPULAR ASTRONOMY FOR THE PRESENT MONTH.

It would be unwise to attempt the introduction of Astronomy as a branch of study in all our District Schools; but every teacher should possess a general knowledge of this subject, and be able, at least, to point out the most conspicuous of the planets and constellations to his pupils. A few simple oral exercises will be sufficient to enlist the interest of a school, without any interruption of the regular classes; and, if a teacher can meet his pupils on two or three favorable evenings, they will readily learn the names and positions of twenty or more constellations, and of all the larger planets and first magnitude stars that are above the horizon. Most pupils will succeed in tracing constellations in the heavens without any other aid than Burritt's Atlas, after three or four have been first pointed out to them. As the planets are constantly changing their positions, it may be necessary for the teacher to refer occasionally to the American Almanac, and observe their declination and time of southing.

November is one of the most favorable months in the year for observing the heavenly bodies, and we will glance at some of the more prominent objects that present themselves to view.

The planet Mercury never goes far enough from the Sun to pass out of the twilight, and is seldom seen by the naked eye. He will reach his greatest elongation (apparent distance from the Sun) about the 20th of the month, and may be seen for a few mornings, if the weather is perfectly clear, about an hour and a half in advance of the Sun.

The planet Venus is now Morning Star. She will reach her greatest brilliancy on the 6th, and may be readily seen by the naked eye when the Sun is above the horizon, any clear day during the first half of the month. The most convenient method of finding Venus during the day, is first to observe her about sunrise and mark her position, by bringing her into a line with

some elevated object. Taking the same position half an hour later she will again be found without difficulty, when her exact position should be marked as before. In this way she may be carried forward so as to be seen, in the clearest days, several hours after sunrise. On the 5th and 6th of the month, Venus will be near the Moon, and may be easily found during the day, by first observing her relative position early in the morning. Through any ordinary telescope or spy-glass, Venus will present a narrow crescent during the first part of the month, gradually widening as the month advances. By the 11th of December, the disk will be half illuminated, and appear like a half Moon.

Mars is now Morning Star, and rises soon after midnight.

Jupiter will be easily recognized from his superior brilliancy. He passes the meridian early in the evening. The satellites of Jupiter may be seen through a telescope of very moderate power. Any one possessing a telescope of not less than two feet focal length, will be able to observe the eclipses of the satellites very satisfactorily. The times when they occur may be found by referring to the American Almanac, or to any Nautical Almanac for the year that is accessible. In the course of the month, there will be eight or ten of these eclipses at convenient hours for observation. Jupiter is in the constellation Capricornus the first half of the month, and in Aquarius the last half.

Saturn is in the constellation Gemini. He rises early in the evening, and is visible through the night. The ring of Saturn is now favorably situated for observation, but it requires a telescope of not less than two and a half feet focal length to show it to advantage. The division of the ring requires a still larger instrument. Saturn is now moving westward among the fixed stars, but this motion is only apparent. It is occasioned by the motion of the Earth in an opposite direction.

The planet Herschel is situated in the constellation Aries, but it is not easily seen by the naked eye.

The spots on the Sun are objects of interest to those who are able to observe them through a telescope. An instrument of moderate power will exhibit them very satisfactorily; but the eye must be carefully protected by stained glass. These spots are much more common at some periods than at others. In keeping a journal of observations made during the years 1845 and 1846, we found the spots very abundant throughout both years. There were comparatively few days in the whole period when the Sun was entirely free from spots, and the number observed often rose to 20 or 30 at a time. Their appearance has recently been much less frequent. At the time of the present writing, October 23, there are two spots visible, which have just made their appearance on the eastern limb of the Sun.

The following simple directions may be of service to teachers who are not already familiar with the constellations. With the aid of a map of the heavens, or celestial globe, they will enable any one to trace without difficulty the principal constellations that are visible during the month. We will suppose the observations to be made about the middle of the month, and at eight or nine o'clock in the evening; though a difference of one or two weeks will not materially change the general aspect of the heavens.

Ursa Major, the constellation containing the Great Dipper, is situated in the north, and near the horizon. The two right hand stars of the Dipper are nearly in a line with the Pole Star, and are hence called the Pointers. The Pole Star is in the constellation Ursa Minor, which contains the Little Dipper. Polaris is the last star in the handle, and the bowl is on the left of it, and a little lower down. Cassiopeia, containing the Chair, is a little N. of the zenith. Andromeda is S. of Cassiopeia, and nearly in the zenith. Its three principal stars are nearly in a straight line. This constellation contains a remarkable nebula, which, in the absence of the Moon, is faintly visible to the naked eye. Auriga, containing Capella, a star of the first magnitude, is in the N.E., and about half way from the horizon to the zenith. Taurus is in the E., two or three hours high. It contains Aldebaran, which is a red star of the first magnitude, and the Pleiades. Castor and Pollux, in the constellation Gemini, are just rising in the N.E.; and Orion, the most brilliant constellation in the heavens, is just rising in the E. Perseus and the Head of Medusa, are situated between Taurus and Cassiopeia. Algol, a remarkable variable star, is found in the Head of Medusa. The constellation Pegasus (Flying Horse) is a little S. of the zenith. It contains a large Square or Table, which is made by four stars of the second magnitude. The Dolphin is a small constellation, situated a little S. of W., and about half way from the horizon to the zenith. Its four principal stars, all of the third magnitude, form a regular Lozenge, which is sometimes called Job's Coffin. Cygnus (the Swan) is in the W., a little more than half way from the horizon to the zenith. It contains a conspicuous Cross. Lyra (the Harp) is a little nearer the horizon, and a little farther N. It contains the brilliant star Vega. Altair, in the Eagle, is in the S.W., about a third of the distance from the horizon to the zenith. It is between the first and second magnitudes. Fromalhaut, in the Southern Fish, is another star a little below the first magnitude. It is just W. of S., and near the horizon. Aquarius (the Water-bearer) is two or three hours past the meridian, and less than half way from the horizon to the zenith. It has four small stars in the Urn, forming the letter Y. Cetus (the Whale) is a large constellation,

E. of S., nearer the horizon than the zenith, and extending from Aquarius to Taurus. Aries is situated N. of the eastern extremity of Cetus, and directly W. of Taurus.

We need in the United States an almanac, or other periodical, containing a popular account of the bodies of our own system throughout the year. Astronomy is now extensively introduced into the higher grade of schools, and telescopes of considerable power have multiplied rapidly during the last twenty years. There are thousands of teachers and learners who would be able, by the aid of such a guide, to follow the motions of the heavenly bodies with interest. The best work we now have of the kind, is the *American Almanac*; but the part in this devoted to popular Astronomy is exceedingly meagre, especially since the *Astronomical department* passed out of the hands of Mr. R. T. Paine. The *Illustrated London Almanac* meets this demand more fully than any other work, and several hundred copies are imported annually by Redding & Co., of Boston, and others, to answer the calls on this side of the Atlantic.

SELF-DEPENDENCE.

THE two great objects of intellectual education, are mental discipline and the acquisition of knowledge. The highest and most important of these objects is mental discipline, or the power of using the mind to the best advantage. The price of this discipline is effort. No man yet ever made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed.

However much we may regret that we do not live a century later, because we cannot have the benefit of the improvements that are to be made during the next hundred years; of one thing we may rest assured, that intellectual eminence will be attained during the twentieth century just as it is in the nineteenth,—by the “labor of the brain.” We are not to look for any new discovery or invention that shall supersede the necessity of mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us, and not a blessing. We must have the discipline of acquiring knowledge, and in the manner established by the Author of our being. Without this discipline, our intellectual stores would be worse than useless.

The general law of intellectual growth is manifestly this:—whatever may be the mental power which we at any time possess, it requires a repetition of mental efforts, equal in degree to

those which we have put forth before, to prevent actual deterioration. Every considerable step of advance from this point, must be by a new and still higher intellectual performance.

There are many impediments in the path of the student which it is desirable to remove ; but he who attempts to remove all difficulties, or as many of them as possible, wars against the highest law of intellectual development. There cannot be a more fatal error in education, than that of a teacher who adopts the sentiment, that his duty requires him to render the daily tasks of his pupils as easy as possible.

There is, perhaps, no error in our schools at the present time, more deeply seated or more widely extended, than the ruinous practice of aiding pupils in doing work which it is all-important they should do for themselves. Our progress in the art of cultivating habits of earnest, independent thought, has not kept pace with our improvements in other departments of education. Familiar explanations, and illustrations, and simplifications, and dilutions, too often spare the pupil the labor of thinking for himself, and thus dwarf the intellect, and defeat the highest object for which our schools are established.

To secure from a pupil the solution of a difficult problem, will often cost time which the teacher can ill afford ; it may often cost more effort to secure a solution from the pupil, than it costs the pupil to do the work. The pupil has tried the problem, and satisfied himself that he is not able to solve it. The teacher may be satisfied that the pupil can perform it, but if he cannot make the pupil think so too, it will be difficult to bring his best energies to bear upon it ; and even after the pupil is persuaded that he is able to accomplish the task, it may still be necessary for the teacher to adopt special measures to set the pupil's mind at work. The pupil may have the ability to solve the problem ; he may believe that he has this ability, and he may have a willing mind ; and, after all, fail entirely of doing it. And this brings to view what must be regarded as the highest gift of the teacher ; namely, the ability to teach his pupils how to think and act, without doing their thinking and acting for them.

A scholar had become discouraged over a difficult question. He had gone through the solution again and again, but could not obtain the answer sought. Availing himself of a favorable opportunity, the teacher requested the pupil to go through the work slowly and carefully in his presence. As the pupil proceeded, the teacher required him to explain each step of the process ; and when he reached the point where his previous error occurred, as the teacher asked him to give his reason, the pupil's eye flashed with delight, and he exclaimed, "I see my error." Without farther assistance he soon reached a correct result. The teacher had not furnished the slightest hint in re-

spect to the solution of the problem. He had only taken measures which brought the pupil's own strength to bear upon it. There are, however, peculiar cases which no such method will reach. The pupil may be required to repeat his solution a hundred times ; in the presence of the teacher or alone ; with reasons, or without ; and all to no purpose. The result, if he reaches one, is sure to be wrong. It is not time, even now, for the teacher to give over in despair. Let him ask the pupil such questions as will call to mind the principles which he has occasion to apply, and, in a majority of cases, the pupil will need no further aid.

The same end may usually be gained, by giving the pupil an example involving the difficulty over which he has stumbled, but less complicated in other respects ; or, by giving him several examples, leading gradually to the main obstacle to be overcome. We believe the cases are exceedingly rare in which minds properly disciplined would ever be benefited by direct assistance, in an ordinary course of mathematical study. But if it be thought best, in extreme cases, to afford this assistance, let the pupil, by all means, be required to repeat the process, after the teacher's work has been entirely erased ; and thus derive, at least, the benefit of reproducing, though he has not the power to originate.

The teacher will find it a highly useful exercise, to give his pupils an occasional *model of thinking*. Let him take a problem to the blackboard, and *think aloud* as he proceeds with the solution ; so that the pupils may witness the action of the teacher's mind, and observe the questions he asks himself, and the various associations and comparisons that arise, as he advances from step to step in the process.

Let us not be misunderstood in the views we have expressed. We believe that the first germs of knowledge must come from without and not from within ; and, therefore, that very much of the knowledge acquired by younger classes of learners must be directly imparted by teachers and others. There are many branches of learning which we must all derive, in a greater or less degree, from teachers and books. The treasures of knowledge that have been accumulating for nearly six thousand years, are not to be rejected nor lightly esteemed. They are a precious inheritance ; but he who depends upon *these alone*, will find that his riches are little better than shadows.

But there are other departments of study, in which the value of our acquisitions depends almost entirely upon the action of our own minds ; and it is upon these branches that we depend, in a great degree, for intellectual growth. Here, then, we would apply most rigidly the rule—

“Never do for a pupil what he is capable of doing for himself.”

SELF-EDUCATION.

[There is no principle which we are more anxious to impress on the minds of teachers than that which we have attempted to embody in our article on Self-Dependence. The following remarks by Bishop Potter, relate to a kindred subject. We have introduced them in this connection because we wish to avail ourselves of his authority, and because they are distinguished for their intrinsic value and importance.—ED.]

If I were to reduce to a single maxim the concentrated wisdom of the world, on the subject of practical education, I should but enunciate a proposition, which I think will command your assent, but which, I fear, is not incorporated, as it should be, into the practice of schools and families. That principle is, that in educating the young you serve them most effectually, not by what you do for them, but by what you teach them to do for themselves. This is the secret of all educational development. We talk of self-education as if it were an anomaly. In one sense of the word, all education is obtained simply by the exertion of our own minds. And is this self-education? What does education mean? Not *induction*. The popular opinion seems to be that education is putting something *into* the mind of a child by exercising merely its power of receptivity—its memory. I say nay, nay, nay. The great principle on which a child should be educated is, not that of reception, but rather of action, and it will ever remain uneducated, in the highest sense, so long as its higher mental powers remain inert. One man may lead a horse to water, but twenty cannot make him drink—and yet, if he does not drink, he dies. So a boy or girl may be supplied with all the materials of education, and yet remain uneducated until the end of time. Moses struck the rock, and the waters gushed forth. When it is proposed to apply a force to inorganic matter, the force, not being within itself, must be applied externally, or it must change its internal constitution like chemical action. But when we pass to the living soul, we find the organizing, energizing force within, and all our skill must be directed to the development of this germ of a true moral and spiritual life. In Vienna, the government says to the populace, “Go to the opera, go to masquerades, attend theatres, waltz and game,—in short, devote yourselves to pleasure or to sensuality, but don’t talk of government, we will attend to that.” Do you not see that a people who submit to this cannot be a nation of free-men, and that the skill is all but infernal with which such a government lays its hands on the seat of life, and arrests the action of the heart? Such a policy must be revised before a nation can be free. When young Hercules was to be trained to noble deeds, he was not put to bed, but

cast out where he must fight with the elements, with monsters—and so it was because our forefathers toiled manfully to support their families—drive the wolf and red man from their doors—going with muskets on their shoulders to the halls of the colonial legislature, that they were not pliant tools like the Austrians—that, in a word, they were what they were, and we to-night are what we are.

Many teachers, now-a-days, ask questions in the very words of their books, *ipsissimis verbis*. The children, too, are required to answer in the precise words of the book, and the questions generally are what the lawyers call *leading* questions, so that the pupil has as little thinking to do as possible. But how should questions be put to children? In such a way, if possible, as to compel them to think. Therefore, a good teacher will not give them in the language of the text-book, but will translate them out of it, so as to get the kernel from the chaff, and to fasten the attention of his pupils on *things*, not on *words* and *names*. How many modern teachers make answering questions by rote, their first and last duty—their Alpha and Omega. They do not fulfil their highest office as educators, even of the intellect, until they set the soul to thinking, and unless they keep it thinking always. On the same principle teachers should not, it seems to me, be too ready to help their pupils to answers. This is precisely like putting crutches under a child after it is able to walk; knock them away—cut away the bladders when the child is learning to swim and leave him to himself. Life is a scene for action and inquiry—questions crowd on us daily, and in the work-day world, whither the child is going, and where he is to wrestle manfully, he will have no text-books to supply a mechanical answer. Speak, then, to your pupil from the promptings of a full mind, and you will speak well and wisely. I am sometimes tempted to ask what text-books were made for, and what effect it would have if they were all burned up some day, or what would be the predicament of some teachers if they had to answer all these questions themselves, instead of finding those answers ready made at the bottom of the pages. Away, then, with such clumsy devices. Let the teacher so prepare himself that he can speak with his eye as well as with his tongue, with his hand, his beaming face, and every muscle of his frame—not simply with averted eye and vacant face read over questions propounded for him in a text-book.

[For the Massachusetts Teacher.]

PAYSON & DUNTON'S REVISED SERIES OF
WRITING BOOKS.

A WRITER in the July number of the "Teacher," in an article headed "The Duntonian System of Rapid Writing," has made some strictures upon the "Remarks and Hints to Teachers" appended to Payson & Dunton's Revised Series of Writing Books, which were published in a recent number of the "Teacher." The subject of penmanship, and the principles which it involves, were there, from want of space, but very briefly discussed, and the writer of the "Remarks" would have welcomed from any quarter further light upon the question as to what constitutes good writing, and what are the best means for attaining it; but though the writer in the July number heads his article as we have indicated above, his statements are chiefly negative, and consist in questioning the correctness of the positions taken in our "Hints to Teachers." This has been done too carelessly to entitle the strictures to much importance; since, if a writer is to be made to argue against himself, it is not asking too much to be quoted exactly. We will designate the writer in question as C., if he will pardon the liberty, since this will greatly serve our convenience, in the absence of any signature to the article.

Witness now, whether our statement concerning C.'s misquoting is too strong. We will first quote from the "Remarks." "The books belonging to this series, five in number, are intended to be a compromise between the old-fashioned round hand, and the more modern, angular, and open style of writing. The former, *though it often leads to the acquisition of a strong, rapid, and graceful style of penmanship*, is justly objected to as being, in general, too formal and labored for practical use. Its highest claim to be retained as a standard, is the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system. On the other hand, the modern angular system, with scarcely any shade lines, with many unnecessary turns and sweeps of the pen, which deform the letters and impair the legibility of the writing, is even more (not 'now') objectionable, though it unquestionably allows the pupil greater freedom of movement." This is the way C. represents it. "The Remarks and Hints," above referred to, however, while they declare that the old-fashioned round hand is too formal for practical use, yet make out a case against their own as well as the angular system. "Round hand leads," they declare, "to a strong, rapid, and graceful style of penmanship. Its highest claim to be retained as a standard, is the

distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system." Again say the "Remarks," "We value legibility the most, and for this reason," &c. "If, then, the old-fashioned round hand forms a strong, rapid, and graceful style, distinct and greatly legible, and if, as they allege, the two latter qualities *are sure* to follow the practice of this system, why present to the public a system declared to be a compromise between this excellent system, and one, the angular, which the 'Remarks' declare is even now [more] objectionable?"

In the language of the "Remarks," as we have quoted them above, we do not assert, unqualifiedly, that the round hand leads always to a rapid style of writing; that legibility and distinctness are sure to accompany the essential quality, rapidity; and then commit the absurdity of proposing a new series which claims to effect no more. We distinctly, and, we believe, fairly, state the merits and the defects of the two systems; and the compromise consists in correcting the formality of the round hand without sacrificing its essential excellence, legibility; and in adopting so much of the angular principle, as to secure greater freedom of movement, without encouraging an excessively open, and, therefore, illegible style. Both the round hand and the angular are objectionable. Both must give way to a system which secures, together with distinctness and legibility, rapidity of execution. Arguing from the brief statement above, the necessity of a change, and condemning the angular system even when "taught by the best teacher in Boston," whoever may be indicated by that designation, as a vicious system, leading to mischievous results in a majority of cases, we propose a new system; one which shall be founded upon the old method of teaching,—which we regard as fundamentally correct,—and which shall be free from the charge of formality to which the old system was liable. How is this compromise effected? By presenting to the pupils forms obviously drawn from the old models, but modified essentially by the angular quality adopted from the new.

Leaving, for the present, C.'s strictures, which we believe to be good-natured, though hasty, we wish to state more fully than we were able in the "Remarks," some of our views concerning the art of penmanship.

Writing is an *imitative art*, which requires a careful and exact training. The eye and the hand, the taste and the judgment, are constantly employed in producing the desired result, until the hand has attained a cunning which enables it to execute, almost mechanically, every required movement. We mean that volition becomes so rapid that the execution seems, after long practice, to be but the habit of the hand. We will take, in illustration, a couplet from Pope, a little farther on in the Essay from which C. quotes;

"True ease in *writing* comes from art, not chance,
As those move easiest who have *learned* to dance."

affixing to "writing" the technical meaning which is often assigned to it. This *art* is partly mechanical and partly a mental operation. At first, the mental operation needs as much to be watched over and aided as the mechanical operation of the hand; indeed, much more. You give a child a letter to imitate. What is the process which the task involves? He observes the character, but not with the practised eye, the taste and judgment of a penman. He then attempts to put into form and outline his own idea of the letter. The result is a feeble abortion. He tries again and again. His teacher will tell him, we think, if he is judicious, to do this slowly, until he is quite successful. Those who have had much experience in teaching young children will credit the assertion, that it will generally require two or three years' training, before the fifty-two characters of the large and small alphabets are mastered. Hurrying only retards the child's progress. After he has learned by long and careful painstaking to imitate these forms, he then learns to combine them; to exercise his judgment in spacing the characters; to discern the fitness of their relative lengths and proportions; and to preserve carefully an exact parallelism in their formation. In the "Revised Series," therefore, we have discarded all unmeaning and useless additions, even to the "graceful turns of closing letters," which C. says we "should not refer to." We have endeavored to present a severe and simple style of penmanship in all the copies, with no turns or sweeps to any of the letters, which are not necessary to give them grace, balance and firmness. We have endeavored rigidly to carry out this principle in all the details of the system, for this reason; that the mind becomes habituated to the forms at first presented; the habit becomes more and more fixed by practice, and unless the characters are such as are to be employed when facility of execution is acquired, a false standard is inculcated, and errors of taste and style adhere to the penman through all his after practice in life. We do not, therefore, teach our pupils an excessively angular system; we do not encourage them by set exercises to spread out their handwriting; we do not tell them to curl up their final letters for the sake of freedom of movement; we do not set them g's and f's, and other looped letters, extravagantly long, for the sake of encouraging the free motion of the hand; trusting that they will *afterwards* learn to condense their style, lop off the excrescences, and abbreviate the tails of their letters. These things C. will find carefully taught in the system which he advocates. C., doubtless, thinks all this is right. We entirely differ from him on this point; and we are willing to let teachers

practically decide the question, by adopting that system which favors their own views.

"The angular system has, for a few years past," says C., "been undergoing modifications, which have rendered it what it is at the present time, the most *elegant, rapid*, and legible style that can be devised." We have before us a specimen of this style, which purports to be a fac-simile of the author's handwriting, "for practical purposes," and, as he takes pains to call our particular attention to it by the unmistakable direction, "Please keep this in sight," we judge it to be a fair subject for criticism, regarding it as the exponent of C.'s views. We pronounce it, unhesitatingly, an *illegible* style of writing, without considering the other epithets which C. would apply to it. *The eye is compelled to go slowly from one word to another*; whereas the reader of what may be justly characterized as legible penmanship, *may take in the words of a whole line at a single glance*.

For the sake of explaining more fully how important we regard the arm and finger movements, we beg leave to refer the reader to the remarks on the subject in the April number of the "Teacher." We thought that the nature of the exercises on these movements was there plainly enough indicated to guide the teacher in his instruction. This mechanical training is intended to be complementary to that taught in the Revised Series; and, on the covers of the later issues of the books, teachers will find, we believe, all that is needed to guide them in directing this part of their pupils' training. We repeat our directions in the "Remarks." "Let these two movements, then, constantly *accompany* the practice necessary in going through this series of writing books, and teachers may be assured that, whatever is done in the way of instruction, be it more or less, will be done in the right direction:" inasmuch as the pupil will have no forms, no extravagances, no vicious habits, no bad taste, taught by the system, to *unlearn*. What he learns in Number One he need never unlearn. He finds the same thing in Number Five: and if he continually reproduces these forms in his after writing,—a result which his training is designed to accomplish, and which we know from experience will follow from it,—we ask for no better proof of the excellence of the system.

We wish, in closing our remarks, to make a few comments upon the opening periods of C.'s article. He discourses thus. "Much time and great expense have always been, and still are, bestowed on chirography in our common schools. It is a branch of instruction second in rank but to the art of reading, and deserves all the attention which has been given to it. *It embraces, indeed, more of the principles of social benevolence than the art of reading: for it implies the exercise of the power of imparting knowledge to others, while reading is rather the means of self-*

gratification and improvement. Hence, nothing gives the true teacher more satisfaction than any improvement or discovery, which may aid him in imparting to his pupils the elements of this noble art; *the art of giving to thought a form and substance that are impressed on the minds of succeeding ages.*" This is partly true; but, we venture to express the doubt, whether so much time has been of late years devoted to this practical acquirement, a good handwriting, as its importance really demands. We think, on the contrary, that it has been too much neglected for other things; in short, that it has been, in very many schools throughout New England, most wretchedly taught, if it can be said to have been taught at all.

Formerly in Boston, and in many other places, men were selected to teach the art, who at least were accomplished penmen; and probably thrice as much time, to speak entirely within bounds, was given to the study, as is now generally assigned to it. The result was, in a large proportion of cases, a style of writing such as we rarely see now-a-days, excepting when the training has been of an unusual character. We meet with ready penmen; but their style is too ornate, far less legible than the old one, and, in most respects, a poor substitute for it. The excellent remarks of the Hon. Edward Everett, in his late happy address at the School Festival in Faneuil Hall, point to this fact. Take as an example of the old style the round handwriting of Washington, Franklin, and many of the American Revolutionary officers; and we should be very grateful to those "mediums," who take such shameless liberties with the spirits of these departed great men, if they would only conjure back their handwriting once more, and thus turn their professed spiritual associations to some practical account.

For many years it has been the practice, and is now, to select a teacher for his *general* ability; and his style of penmanship is, perhaps, one of the last things thought of, if it is regarded at all. This is as it should be; for there are other considerations of greater importance to be weighed: the moral and intellectual character, the scholarship, experience, and education of the candidate. It is, then, of great importance that a system of penmanship should be employed, which is easy to teach, and which will be likely to be successful in the hands of non-professional writing-masters; and under the instruction of the inexperienced teachers of the art, who, it is safe say, will, in a large majority of cases, make use of it.

The Revised Series is founded upon the experience of many years' teaching. The gradation of the exercises corresponds to the practice which we have followed, during all this time, in teaching writing in a large school, only under very unfavorable auspices; inasmuch as we were forced to *write* all the copies, or slips,

for a numerous corps of assistant teachers. But the result of this method of teaching was such as to make us confident that it was founded upon correct and philosophical principles. And one of the strongest recommendations of the system, it is believed, will be found in the fact, that better results will follow from this kind of training, even under ordinary penmen, than from that of any other system that has been offered to the public.

That system which fails in the hands of most teachers, whatever merits may be claimed for it, can never meet with any great favor, after the fact of its failure has been fully established. Thus one system after another has been tried and found wanting. We confidently submit the Revised Series to this test of its real value and superiority over other systems of penmanship.

W.

[From the Ohio Journal of Education.]

[The following extract is taken from an article over the signature of M. F. C. Mr. M. F. Cowdery, Superintendent of Schools at Sandusky, has long been distinguished as one of the best educators in Ohio, and the sentiments here expressed are worthy of their origin.—Ed.]

THERE is often a very great error committed in allowing any of the exercises of the school to proceed while the order is in any degree below the proper standard. Let every teacher, on the first day and first hour, and on all succeeding hours and days, see that there is just the right standard of quiet and order before any exercise is commenced, and let any and every exercise be promptly and entirely suspended unless this standard is maintained. But, how long should the teacher wait for quiet to be restored? The spirit of our advice on this point may be gathered from the following reply of an Eastern Railroad Superintendent to the conductor of a train: "How long shall I wait at ——— station for the *up* train?"—"Wait, sir, until the *axletrees* of your car-wheels have rusted off; then get a new supply, and wait till *they* rust off." So, let the teacher wait until the solid walls of his school-room shall crumble to decay, before proceeding with any sort of exercises in a disorderly school. Neither reading nor spelling, algebra nor philosophy, are matters of such infinite consequence that they are to be taught at the expense of martyrdom of every thing else valuable. But we have one method to suggest, by way of securing and maintaining this order, and we then dismiss the topic. It is the imperative, never-ceasing duty of the teacher to provide every child with *something to do*. All of the study-hours of each class, with the *specific time* set for the preparation of each lesson, should be most carefully and judiciously arranged by

each teacher. It is idle to expect that the simple announcement of a lesson to young children will be sufficient to insure its proper proportion of attention, in comparison with, and in connection with, all other duties and lessons. It is, indeed, scarcely safe to leave this to the option of the older pupils in any school. If not absolutely required, the practice should be very strongly recommended, to the most mature students, to have *fixed hours* for preparation for each recitation. With all the younger pupils, we regard this, in connection with what has been previously said respecting communications, as a sort of *starting-point* to future success.

[For the Massachusetts Teacher.]

PUNCTUALITY.

PUNCTUALITY signifies scrupulous exactness in the discharge of duty at the appointed time.

Is it important for duty to be performed at the time appointed for it? Let us turn to Nature for an answer—let us see what principle governs in her works.

Have you never heard of Plato, who, as one says, “was the divinest of the souls that knew not God”? He caught in the silent hours of the night the music of the spheres. Yes, there fell on his deeply-listening ear, that beautiful, grand, sublime harmony of the heavenly bodies; sphere circling about sphere, system about system, and so on and on, till no fixed centre is found, save the Throne of the Eternal; all regular, orderly, harmonious, “*keeping time*.” Not one ever fails, but all with tireless movement press onward in their courses.

Whoever knew the sun, moon, or stars to rise after their appointed time? The Astronomer can tell us the precise moment when each will ascend the Eastern horizon, attain the meridian, and finally sink in the West; and we are never anxious lest they should not be in their places *in time*, for they are *punctual*.

The seasons come and go at their appointed time; we know when the trees shall clothe themselves in green, and when our hearts shall leap for joy at the blossoming of flowers; we know, when from far, the birds shall come to cheer us with their songs. The mighty ocean too, at his appointed time, moves towards the land, yet we fear not that we shall be overwhelmed, for, punctual to the time, he will retire. So through the realm of Nature, if we explore, we shall learn, that from the smallest atom to the mightiest world, each punctual to its duty, thus fulfils its Maker's will; and so, throughout her wide domain, order and beauty ever reign.

But how shall teachers instruct their pupils to be punctual? Talk to them of Nature, talk till they *feel* the harmony

that exists in her works ; tell them that to be punctual is her *law, never broken* ; talk till their hearts respond beautiful, beautiful ; and till their *voices* shall be ready to break forth in harmony with the music of the spheres. Children love to hear of nature ; of the flowers, trees, birds, brooks, rivers, hills, mountains, and the stars. While talking of these things your scholars will be very silent ; their eyes will sparkle with delight, and their looks will be intently fixed upon you ; and thus gaining their *hearts, impress* them ; stamp the sacred seal of duty there. God has prepared their hearts to receive the seed that you, as teachers, are bound to sow. Their minds are young and plastic, and you can mould and train them as you will.

Teach them to conform their *lives* to this beautiful law of Nature, promptness in the discharge of duty at the appointed time, whether it is, that they be in their places at the hour when school begins, or that they be regular in their attendance, prompt in the preparations of their lessons, or whatever the duty is, teach them that it is a *part* of the duty to perform it in its time.

To incite still more to the discharge of this duty, you can bring before their minds examples of the great and good who were adorned with this virtue. Teach them that *punctuality* had much to do towards making them great. And teachers, you must yourselves, in this respect, be *perfect patterns*, for your pupils to copy.

Keeping a record of attendance has a great influence in securing punctuality in schools ; and a few kind words to parents on the necessity of punctuality in order to the greatest improvement of their children, will do much good. But I think the teacher should rely, in a great degree, upon the faithful instruction he can give his pupils on the importance of punctuality, enforced by a good example.

M. L. B.

NORMAL TEACHERS' ASSOCIATION.

THE first Normal Teachers' Meeting in the United States, was held at New York, on the 30th of August last. A strong desire had been felt, that those whose department of instruction is so peculiar, should enjoy an opportunity to exchange views on various practical questions relating to the education of teachers. The call was responded to very heartily, and Normal Schools were represented at the meeting, from New York, New Jersey, Massachusetts, Connecticut, and Rhode Island. It was decided unanimously to form an Association of Normal Teachers, and to meet as often as once a year for the purpose of mutual improvement in the art of teaching teachers.

WRITTEN EXAMINATIONS.

FREQUENT written reviews are among the most successful means that teachers can employ for securing thoroughness and accuracy of scholarship. Several topics are written distinctly on the blackboard, and the pupils are required to expand them as fully and accurately as possible. Each pupil is seated by himself, and furnished with pen and paper; but receives no assistance, direct or indirect, from either teacher or text-book. This mode of examining a class accomplishes at least three important objects at the same time. It affords a thorough test of the pupil's knowledge of the subject; it is one of the best methods of cultivating freedom and accuracy in the use of language; and it furnishes a valuable discipline to the pupil's mind, by throwing him entirely on his own resources. The task of examining so many separate written exercises, and of estimating their value, increases the labor of the teacher, but the gain to the pupil is more than an equivalent for the extra service required.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD. By
THOMAS & BALDWIN.

THERE are now so many Gazetteers before the public that a respectable work may be prepared with very little labor beyond the trouble of transcribing. The publishers of the present work have hazarded the experiment of incurring heavy expenditures in collecting a vast amount of new information from original sources, and in making a fresh survey of the whole field of geographical orthography and pronunciation. It is, perhaps, doubtful whether this work will *pay* so well as one prepared at less expense; but those who have any just appreciation of the labor bestowed upon it, and of the improvements which it embodies, will feel that the public, and especially schools, are under great obligation to the publishers for issuing it in so complete a form. It may very properly assume the title, "Geographical Dictionary;" for, in its plan and execution, it approaches, in some good degree, to the comprehensiveness and accuracy of the best dictionaries of the English language. It contains the most recent and authentic information respecting all parts of the world; and its value as a pronouncing gazetteer will be obvious to all who have ever had occasion to attempt the pronunciation of difficult foreign names. If a copy of this work could be placed in every district school in the land, and studied in connection with the daily exercises in Geography, the increased intelligence of our youth would show a better dividend on the capital invested than any bank or railroad report that has ever been issued.



VENTILATION.

IN the process of respiration a full grown man draws into his chest about 20 cubic inches of air ; only one-fifth of this is oxygen, and nearly one-half of this oxygen is converted into carbonic acid. Now, allowing fifteen inspirations per minute for a man, he will vitiate about three hundred cubic inches, or nearly one-sixth of a cubic foot of atmospheric air, and this, by mingling as it escapes with several times as much, renders at least two cubic feet of air unfit for respiration. Now the removal of this impure air, and the bringing in of a constant fresh supply, have been provided for by nature in the most perfect manner, and it is by our ill-contrived, artificial arrangements that the provision is defeated. The expired and vitiated air, as it leaves the chest, is heated to very near the temperature of the body, viz., 98°, and being expanded by the heat, is specifically lighter than the surrounding air at any ordinary temperature ; it therefore ascends and escapes to a higher level, by the colder air pushing it up as it does a balloon. The place of this heated air is constantly supplied by the colder and denser air closing in on all sides. In the open air the process is perfect, because there is nothing to prevent the escape of the vitiated air ; but, in a close apartment, the hot air, rising up to the ceiling, is prevented from escaping ; and gradually accumulating and becoming cooler, it descends and mingles with the fresh air, which occupies the lower level. We have thus to inhale an atmosphere which every moment becomes more and more impure and unfit for respiration ; and the impurities become increased much more rapidly by night when lamps or candles, or gas, is burning, for flame is a rapid consumer of oxygen. Under these circumstances, our only chance of escape from suffocation is in the defective workmanship of the house-carpenter ; the crevices in the window frames and doors allow the foul air a partial exit, as may be proved by holding the flame of a candle near the top of a closed door, in a hot room ; it will be seen that the flame is powerfully drawn towards the door in the direction of the out-going current ; and, on holding the flame near the bottom of the door, it will be blown away from the door, showing the direction of the entering current. If we stop up these crevices, by putting list round the windows and doors, so as to make them fit accurately, we only increase the evil. The first effect is, that the fire will not *draw*, for want of sufficient draught ; if the inmates can put up with a dull fire and a smoky atmosphere, they soon become restless and uncomfortable ; young people get fretful and peevish, their elders irritable, respiration becomes impeded, a tight band appears to

be drawn round the forehead, which some invisible hand seems to be drawing tighter and tighter every moment; the eye-balls ache and throb, a sense of languor succeeds to fits of restless impatience, yawning becomes general, for yawning is nothing more than an effort of nature to get more air into the lungs; under these circumstances the announcement of tea is a welcome sound, the opening and shutting of the door necessary to its preparation give a vent to the foul air, the stimulus of the meal mitigates the suffering for a time, but before the hour of rest, the same causes of discomfort have been again in active operation, and the family party retires for the night indisposed and out of humor.

But in the bedroom, the inmates are not free from the malignant influence. The closed doors, the curtained bed, and the well-closed windows, are sentinels which jealously guard against the approach of fresh air. The unconscious sleepers, at each respiration, vitiate a portion of air, which, in obedience to the laws of nature, rises to the ceiling, and would escape, if the means of escape were provided; but, in the absence of this, it soon shakes off those aerial wings which would have carried it away, and, becoming cooler and denser, it descends, and again enters the lungs of the sleepers, who, unconsciously, inhale the poison. When the room has become surcharged with foul air, so that a portion must escape, then, and not till then, does it begin to escape up the chimney. Hence, many persons very properly object to sleeping in a room which is unprovided with a chimney; but it is evident that such a ventilator is situated too low down to be of much service. If there be no chimney in the room, a portion of the foul air escapes by forcing its way out of some of the cracks and crevices which serve to admit the fresh air.

That this sketch is not overdrawn, must be evident to any one who, after an early morning's walk, may have returned directly from the fresh morning air into the bedroom which he had left closely shut up an hour before. What is more disgusting than the odor of a bedroom in the morning? Why is it that so many persons get up without feeling refreshment from their sleep? Why do so many persons pass sleepless nights? The answers to these and many other similar questions may be frequently found in defective ventilation. How much disease and misery arises from this cause, it would be difficult to state with any approach to accuracy, because the causes of misery are very complicated.

Now, as no person would consent habitually to swallow a small portion of liquid poison, knowing it to be such, though diluted with a very large portion of pure water, so it is equally unwise to consent habitually to inhale a small portion of gaseous

poison, knowing it to be such, though diluted with a very large portion of pure air ; and yet this is what the majority of persons actually do who occupy apartments unprovided with proper ventilating apparatus.—*Tomlinson on Warming and Ventilation.*

NEGLECT OF PHYSICAL TRAINING.

[The following extract is taken from "Letters to the People on Health and Happiness," by *Catharine E. Beecher.*]

My Friends :—Will you let me come to you in your workshop, or office, or store, or study ? and you, my female friends, may I enter your nursery, your parlor, or your kitchen ? I have matters of interest to present in which every one of you has a deep personal concern. I have facts to communicate, that will prove that the American people are pursuing a course, in their own habits and practices, which is destroying health and happiness to an extent that is perfectly appalling. Nay, more, I think I shall be able to show that the majority of parents in this nation are systematically educating the rising generation to be feeble, deformed, homely, sickly, and miserable ; as much so as if it were their express aim to commit so monstrous a folly.

I think I can show also, that if a plan for *destroying female health*, in all the ways in which it could be most effectually done, were drawn up, it would be exactly the course which is now pursued by a large portion of this nation, especially in the more wealthy classes.

At the same time, I can present *facts*, showing that the results of such a course have been an amount of domestic unhappiness, and of individual suffering, in all classes in our land, that is perfectly frightful, and that these dreadful evils are constantly increasing.

You have read often of the Greeks. Some twenty centuries ago they were a small people, in a small country ; and yet they became the wisest and most powerful of all nations, and thus conquered nearly the whole world. And they were remarkable, not only for their wisdom and strength, but for their great beauty, so that the statues they made to resemble their own men and women have, ever since, been regarded as the most perfect forms of human beauty.

The chief reason why they excelled all nations in these respects, was the great care they took in educating their children. They had two kinds of schools—the one to train the minds, and the other to train the bodies of their children. And though they estimated very highly the education of the mind, they still more valued that part of school training which tended to develop and perfect the body.

In the family, too, although the higher classes took care that their children should improve the mind, all, from the highest to the lowest, were earnest in efforts to train the rising generation to have healthy, strong, and beautiful bodies. And when these people met at their national festivals, they not only read or recited history and poetry before these great assemblies, but they still more delighted in games and sports, which exhibited the beauty, strength, gracefulness, and skill of the human body.

But the American people have pursued a very different course. It is true that a large portion of them have provided schools for educating the minds of their children ; but instead of providing teachers to train the bodies of their offspring, most of them have not only entirely neglected it, but have done almost everything they could do to train their children to become feeble, sickly, and ugly. And those who have not pursued so foolish a course have taken very little pains to secure the proper education of the body for their offspring during the period of their school life.

In consequence of this dreadful neglect and mismanagement, the children of this country are every year becoming less and less healthful and good-looking. Every year I hear more and more complaints of the poor health that is so very common among grown people, especially among women. And physicians say, that this is an evil that is constantly increasing, so that they fear, ere long, there will be no healthy women in the country.

At the same time, among all classes of our land, we are constantly hearing of the superior health and activity of our ancestors. Their physical health and strength, and their power of labor and endurance, were altogether beyond any thing witnessed in the present generation.

Travellers, when they go to other countries, especially when they visit England, from whence our ancestors came, are struck with the contrast between the appearance of American women and those of other countries, in the matter of health. In this nation, it is rare to see a married woman of thirty or forty, especially in the more wealthy classes, who retains the fulness of person and freshness of complexion that mark good health. But in England, almost all the women are in the full perfection of womanhood at that period of life.

Now, it is a fact, that the health of children depends very much on the health of their parents. Feeble and sickly fathers and mothers seldom have strong and healthy children. And when one parent is well and the other sickly, then a part of the children will be sickly and a part healthy. Thus the more parents become unhealthy the more feeble children will be born. And when these feeble children grow up and become parents,

they will have a still more puny and degenerate offspring. So the case will go on, from bad to worse, with every generation. What then, if what I state be true, are the prospects of this nation, unless some great and radical change is effected?

Such a change is possible. The American people have far better advantages than the Greeks had to train their offspring to be strong, healthful, and beautiful, while the means of *retrieving* the mischief already done are in their hands. Nothing is needed but a *full knowledge* of the case, and then the *application of that practical common sense and efficiency to this object* which secures to them such wonderful success in all their business affairs.

EARLY MENTAL CULTURE.

THE universal admission that success in life and personal consideration depend on intellectual development and extensive knowledge, has led many, in their ignorance of physiological principles, to force mental labor on young children. But, in most cases, both the minds and bodies of the little sufferers have been enfeebled by an over-exertion of the brain, when as yet imperfectly formed. There is nothing more painful to witness than the unnatural disproportion which mental precocity introduces between physical and intellectual life. Parents and teachers have much to answer for, who, regardless of the manifest designs of nature, condemn young children to sedentary occupations, and force intellectual acquirements upon their tender minds, at the risk of unduly exciting the nervous system, injuring the brain, and undermining the constitution. So close is the immediate connection between mind and body, that the former cannot be over-exerted without the latter feeling the baneful effects of the undue excitement.

The most eminent physicians of ancient and modern times proclaim the fatal influence which overstraining the mind of youth has on the health and bodily frame. Of the numerous medical authorities which we could bring forward on this point, we will confine ourselves to one, that of the celebrated Tissot, who says, "Long continued application in childhood destroys life. I have seen young children of great mental activity, who manifested a passion for learning far above their age, and I foresaw with grief the fate which awaited them; they commenced their career as prodigies, and ended by becoming idiots or persons of very weak minds. * * * No custom is more improper or cruel than that of some parents who require of their children much intellectual labor and great progress in their study. It is the tomb of their talent and their health." Of

those who have survived the direful effects of a premature and exclusive excitement of the mind, few indeed have ever risen to eminence.

The histories of the nations among which classical literature and the sciences have been much cultivated, and which have consequently afforded parents opportunities or inducements to force abstract studies upon their children, abound in facts which prove the truth of these observations. Intellectual precocity is but too frequently attended by premature death or debility through life. The instances are very rare of young geniuses having arrived at old age; whilst, on the contrary, many of those whose education began comparatively late, have remained engaged to the end of a long life in the most intensely intellectual labor.

"Experience," says Dr. Spurzheim, "demonstrates, that of any number of children of equal intellectual power, those who receive no particular care in childhood, and who do not learn to read and write until the constitution begins to be consolidated, but who enjoy the benefit of a good physical education, very soon surpass, in their studies, those who commence earlier and read numerous books when very young. The mind ought never to be cultivated at the expense of the body; and physical education ought to precede that of the intellect, and then proceed simultaneously with it, without cultivating one faculty to the neglect of others; for health is the base, and instruction the ornament of education."

Let parents then check, rather than excite in their children, this early disposition to mental activity, or, rather, let them counterbalance it by a due proportion of physical and gymnastic exercises; for it is not so much the intensity as the continuity of the mental action, which is injurious to the constitution. Let them not cause the age of cheerfulness to be spent in the midst of tears and in slavery; let them not change the sunny days of childhood into a melancholy gloom, which can, at best, only be a source of misery and bitter recollection in maturer years.

Physical exercises and the cultivation of the perceptive faculties should, with the reading of moral and instructive books, form the principal occupations of children. Their expanding frame requires the invigorating stimulus of fresh air; their awakening organs seek for external objects of sense; their dawning intellect incessantly calls for the action of their observant powers. This is the great law of Nature. She has given to the child that restless activity, that buoyancy of animal spirits, that prying inquisitiveness, which makes him delight in constant motion and in the observation of new objects. If these wise intentions of Providence be not frustrated; if he be allowed to give himself up to the sportive feelings of his age, he will acquire a healthy

constitution, and a physical and perceptive development, which are the best preparation for mental labor.

Of the men who have conferred benefit on society and have been the admiration of the world, the greater number are those who, from various causes, have in early life been kept from school or from serious study. They have, by energetic and well-directed efforts, at a period when the brain was ready for the task, acquired knowledge, and displayed abilities which have raised them to the highest eminence in the different walks in life, in literature, the arts and sciences, in the army, the senate, the church, and even on the throne. The history of the most distinguished among those who have received an early classical education, sufficiently proves that it is not to their scholastic instruction, but to self-education after the period of school, that they chiefly owed their superiority.

David, the sublime author of the Psalms, followed in his early occupations the dictates of nature ; he had, in his youth, muscular power to tear asunder the mouth of a lion, to resist the grasp of a bear, and to impart to a pebble velocity sufficient to slay a giant. Napoleon, when in the school of Brienne, was noted in the quarterly reports of that institution as enjoying *good health* ; no mention was ever made of his possessing any mental superiority ; but, in physical exercises, he was always foremost. Sir Isaac Newton, according to his own statement, was inattentive, and ranked very low in the school, which he had not entered until after the age of twelve. The mother of Sheridan long regarded him as the dullest of her children. Adam Clarke was called a "grievous dunce" by his first teacher ; and young Liebig, a "booby" by his employer. Shakspeare, Molière, Gibbon, Niebuhr, Byron, Humphry Davy, Porson, and many others, were in like manner undistinguished for early application to study, and, for the most part, indulged in those wholesome bodily exercises and that freedom of mind, which contributed so much to their future excellence.
—*Marcel*.

HABIT.—I trust every thing, under God, to habit, on which, in all ages, the law-giver, as well as the schoolmaster, has mainly placed his reliance ; habit, which makes everything easy, and casts all difficulties upon the deviation from a wonted course. Make sobriety a habit, and reckless profligacy will be as contrary to the nature of the child, grown or adult, as the most atrocious crimes are to any of your lordships. Give a child the habit of sacredly regarding the truth, of carefully respecting the property of others, of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into an element in which he cannot breathe, as of lying, or cheating, or stealing.—*Brougham*.

Resident Editors' Cable.

GEORGE ALLEN, Jr., Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, Dedham. } M. S. STEARNS, .. Framingham.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Eleventh Annual Meeting of this Association, will be held in Lowell, at Mechanics' Hall, on Monday and Tuesday, the 26th and 27th of November.

The Association will assemble on Monday, P. M., the 26th inst., at 3 o'clock, for the transaction of preliminary business, and to hear, and act upon, the reports of the Secretary, Treasurer, and of Special Committees. After which, the prospects and management of the "Massachusetts Teacher," a journal sustained by the Association, will be discussed.

LECTURES WILL BE DELIVERED AS FOLLOWS:

On Monday evening, at 7½ o'clock, by Hon. George S. Boutwell, LL. D., Secretary of the Board of Education.

Tuesday, P. M., at 3 o'clock, by B. F. Tweed, A. M., Professor in Tufts College, Somerville.

Tuesday evening, at 7½ o'clock, by Rev. Joseph Haven, Jr., Professor of Intellectual Philosophy in Amherst College.

THE FOLLOWING SUBJECTS WILL BE IN ORDER FOR DISCUSSION:

1.—*The Propriety of requiring Scholars to Study at other times than during School Hours.*"

2.—*"The importance of Physical Geography as a Branch of Study in our Common and High Schools."*

3.—*"The best Methods of Teaching Penmanship."*

Teachers who may desire accommodations in private families, are requested to send their names to the Publisher of the "Massachusetts Teacher" by Monday the 19th inst.

Should arrangements for railroad facilities to those attending the meeting be made, notice thereof will be given in the Boston evening papers of the 23d and 24th inst.

JOSIAH A. STEARNS, *President.*

CHAS. J. CAPEN, *Sec'y.*
Boston, Nov. 5th, 1855.

The late appearance of the "Teacher" for this month is attributable solely to delay on account of the above notice.

G. J. C.

FOREIGN CORRESPONDENCE.

MANSFELD, GERMANY, July, 1855.

In the last number of the "Teacher" I gave its readers a translation from the treatise of Madame de Stael, on Germany;

I wish in this to describe a visit made to a very remarkable school; remarkable not for its size, not for its liberal endowment, not for the learning of its teachers, but because it was the school which Luther attended. In the public school of Mansfeld he was a pupil from so tender an age, that his father used to bring him in his arms, up to the time when in his fifteenth year he went to study in the higher school of Magdeburg. Here it was that he received fifteen blows in one day, for Luther was no saint, either as boy or man, and was by no means so fortunate as to escape the rod. A friend in Berlin has told me, however, that in this matter, the translator of Dr. Merle's History of the Reformation has made Luther's master little better than a brute, representing that he gave the child fifteen *floggings* in one day. The reader who has the History at hand, would do well to turn to its pages, and correct the error, for it is hardly creditable to Luther's school-boy days, that it should stand recorded in a book so well known as Merle's History, that he received fifteen floggings within six hours.

Externally the school-room has the same appearance as when Martin Luther entered its door. Over that stands now a statue in relief of one of the courts of Mansfeld, with these lines written beneath:

Cen Trojanus equus pugnaces ventre cohortes
Edidit, eductos sic schola docta viros.
In plures nobis, Mannorum Eques, ede Lutheros
Et surgent Christo plura trophæa duci.

"As the Trojan horse sent out from its belly warlike bands, so a well-taught school sends forth cultivated men. Give more Luthers to us, knight of Mansfeld, and trophies will yet rise to the victorious Christ."

Within, all is changed: the stone pavement whereon his feet trod, alone remains untouched. The walls are whitewashed, the upper rooms turned into a dwelling house for the present teacher; the old seats on which Luther used to sit have been removed and destroyed. On one the name of the Reformer was cut with a knife; that too is gone. When the last, and perhaps the only Americans who have ever been here before, visited the school five years since, the old seats were still to be seen, but since then the teacher who received them in so friendly a manner has died, and the building has been made more comfortable to the wants of the present generation.

Still the spirit of Luther dwells in the place: it is called Luther's school; the Reformer's portrait is to be seen in every room, and the thick walls, the windows with their small panes, the low studded ceiling, all bring those olden times to mind, and one can easily imagine the sickly little boy, the miner's son, on the benches before him.

This is the first school for young children which I have

visited in Germany, and a description of its appearance, of the method of teaching, so far as a half day would admit of seeing it, may not be uninteresting to the readers of the "Teacher." My own investigations have therefore been confined to the Re-al Schools and the Gymnasiums; and of these I shall speak in future letters.

The Luther School in Mansfeld contains about one hundred scholars. Two classes are taught in the building where the Reformer first received instruction; another, the class for girls, meets under the church, where Luther often preached; and the elementary school, where both sexes are initiated into the mysteries of the German alphabet, is held in a neighboring room. These four classes form one school, and are under the general direction of Mr. Pohlmann, the instructor of the highest class. The age of the pupils is the same as in the summer schools with us; and when they have been here grounded in Reading, Writing, Arithmetic, Geography, History, and Morals, they are sent to the neighboring town of Eisleben, the birthplace of Luther, to enter the Re-al School, and to advance to the higher stages of instruction.

The instruction given is of the most thorough kind. Everything is systematized after the general custom in Germany, and an hour is given to every class. The teachers enter thoroughly into the spirit of their work, and everything that the stranger notices bears that air of earnestness which is so grateful to see. The order of the school was nearly perfect. During the half day which I spent there, I saw no instance of whispering, nor any breach of good manners. This is the more to be wondered at, when we consider the crowded state of the rooms. The desks are not separate, as with us, and each accommodated about ten pupils. So closely are they placed together, that at the end of the session I noticed that it was impossible for the pupils to rise and walk into the aisle: they were obliged to work their way along in a very primitive manner.

At the entrance of a stranger, the pupils rise together, and give in concert, the common salutation, "Ich empfehle mich," I recommend myself; and as he leaves the room, all rise again and say, "Adieu!" This originally French expression has become thoroughly Germanized, and is daily to be heard in the streets and in the shops. The school closes in this instance as with us, the teacher addressing himself to those sitting on each bench, but there was this difference: as each scholar left the room he said "Adieu." These were the only things which were novel, and which seem peculiar to the German character.

I had the pleasure of witnessing four school exercises, in writing, map-drawing, reading and analysis. The writing was excellent: such neat pages and carefully written copies I have never seen. One recognizes here that great feature of the

national character, that exact knowledge of the relations of parts and of sounds, which gives them their excellence in drawing and music.

The German children have this advantage in writing: they have two separate hands to learn: the Italian which we use, and the Deutsch or national hand, well adapted to rapid writing, but stiff and utterly ungainly. It is well known to the readers of the "Teacher" that German books are every year more and more printed in the Roman character. All scientific books are so; railway tickets, cards of admission to lectures, the laws printed by order of government are so, and the people are gradually becoming reconciled to the change. But the old handwriting is still clung to. I do not think that it will ever be entirely superseded. For stereographic purposes it is admirable. I have often seen students at the University take down a lecture word for word from the Professor's lips; and a system of handwriting that has this advantage, may well dispense with ornament.

The exercise in analysis which I witnessed was excellent. The terms used in German Grammar are much more intelligible to children than those of Latin origin which are employed with us. The substantive or noun, which conveys to our children no idea, because they do not know Latin, is to the German children the "Haupt-wort," the head-word; the conjunction is the Bind-wort, the translation of which is so obvious that I will not write it. What life such a nomenclature gives to this usually unmeaning exercise, can readily be imagined.

Reading too, was very carefully, and what was better, very well taught. Mr. Giesemann, whose class I had the pleasure of hearing, is the compiler of the text-book in common use, and is himself an excellent reader. The German reading books, as I have noticed, are very different from our own. Instead of being composed mainly of extracts from classic authors, and therefore of a literary character, they are mostly made up of bits of history, natural science, geography, and while they teach the scholar to read things which are within his comprehension, they throw a great deal of light upon his school studies.

I talked with the teachers about the methods of discipline which they employ in the government of the school. They punish with the rod an incorrigible offender, but they use words so long as they are equally effective. The province of the teacher is broader than with us; they have the care of the children both within the school-room and beyond its walls. Farther than this, Mr. Pohlmann told me, that it is his duty, if he sees any boy in the place, whether his scholar or not, engaged in anything which is not correct, to exercise the same vigilance over him as over the children under his instruction. What a field for influence is thus opened to the faithful teacher.

In such duties can he realize what a hold he may have upon posterity, onerous as his career may be, he can rely that they will all be recompensed.

W. L. G.

{ POMEROY ACADEMY,
{ POMEROY, OHIO, July 21, 1855.

To the Resident Eds. of *Mass. Teacher* :—

Gentlemen, below you find a solution of the Problem which it contains.

Let BC, AC, and AB be represented by a, b, and c respectively, and the half sum of the sides by s. Bowditch's *Nav.*, p. 14. Prop. LXI., $R^2 : (\cos. \frac{1}{2} C)^2 :: ab : s(s-c)$, hence

| | |
|--|-----------------------|
| R^2 | 20.000000 |
| $s = 673$ | 2.828015 |
| $s-c = 245$ | 2.389166 |
| | <hr/> |
| | 25.217181 |
| $(\cos. \frac{1}{2} C)^2 = (\cos. 24^\circ 38')^2$ | 19.917122 |
| | <hr/> |
| $ab = 199553.211$ | 5.300059 |
| $a + b = 918$. By Quadratics, | |
| $b = 564.488$ | } The required sides. |
| $a = 353.512$ | |
| $B = 91^\circ 59' 13''$ | } The req. angles. |
| $A = 38^\circ 44' 47''$ | |
| $C = 49^\circ 16' 00''$ | |
| | <hr/> |
| $180^\circ 00' 00''$ | |

The angles A and B are easily found by the following proportion, $c : a :: \sin C : \sin A = 38^\circ 44' 47''$; $c : b :: \sin C : \sin B = 91^\circ 59' 13''$. The value of ab may be found by the following formula, which is given in nearly all works on Trigonometry: $\cos. \frac{1}{2} C = \sqrt{\frac{s(s-c)}{ab}}$ Peirce gives it on the 48th p., Trig. Davies, on p. 317, Legendre; Gummere on p. 59, Surveying.—Hutton's Math. p. 590.

Yours respectfully,

KEEN.

We have received other solutions which we shall endeavor to insert in the next number.

RES. EDS.

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz. :

| | | |
|----------------|----------|---------|
| At Chelsea, | Oct. | 1-5. |
| At Shrewsbury, | " | 7-15. |
| At Ashburnham, | " | 15-19. |
| At Rutland, | " | 22-26. |
| At Adams, | Oct. 20, | Nov. 2. |
| At Yarmouth, | Nov. | 12-16. |

THE

MASSACHUSETTS TEACHER.

Vol. VIII, No. 12.] J. KNEELAND, EDITOR OF THIS NUMBER. [December, 1855.

THE MASSACHUSETTS TEACHER.

THIS number completes the present volume of the "Teacher;" and we deem it a fit occasion to say something to our readers in its behalf. For eight years it has striven to diffuse correct ideas upon the great subject of education, to make known the most successful methods of instruction, to awaken a desire for a higher culture on the part of teachers, to increase their sense of responsibility, and to excite more interest in their profession than has been heretofore manifested. It has not labored in vain. Its success has been even greater than was anticipated. But as all advance always shows us something beyond, worth striving for, so from the present position of the "Teacher," we can easily see how it can be made to accomplish more.

It is well known that the "Teacher" was first brought into being by the action of the State Association; and that it has always been under its control. It was the first to take the field as a strictly professional journal, — one in the hands of teachers themselves. It had its difficulties to encounter, — difficulties not fully appreciated now; but, through the perseverance of its friends, it surmounted them all. Pecuniary sacrifices were cheerfully made, and time and efforts freely given; and as the result of all, we now have the "Teacher" established upon a permanent basis, with a list of subscribers steadily increasing from year to year. Its income is not what it should be, not what we hope it will be; but it is enough to remunerate the publisher. It only remains for all its present friends to exert themselves but half as earnestly for it as did its early friends, to put it in a better position than any educational journal in this country has ever reached.

From the beginning, the editorial service has always been free. No editor or correspondent has ever received anything for his articles. And though, amid the press of daily duties

the labor of preparing a number of the "Teacher" has been seriously felt, still teachers who have been called upon to serve as editors have not felt at liberty to decline. Want of time and the unwillingness of others to furnish communications have sometimes compelled an editor to send out a different number from what he desired; still, each one has cheerfully done what he could, and we have reason for believing that the readers of the "Teacher" have been abundantly satisfied with the labors of its editors. To them its reputation at home and abroad is mainly due. They have gained for it its present standing and influence, and made it an efficient instrumentality in the work of education. Whether the present system of editing is the best or not, is a question worth considering. Perhaps a better one can be devised when the publisher's receipts will allow an appropriation for editorial purposes.

The action of the Massachusetts Teachers' Association has been extensively imitated in other States. The "Teacher" has now many worthy coadjutors in the field. New York, Pennsylvania, Ohio, Connecticut, Illinois, Georgia, Rhode Island, Michigan, each has its Teachers' Journal. Some of these are conducted upon the same plan as our own, and all are conducted with ability. We heartily commend them to those of our readers who wish to extend their observations abroad, and receive light from all quarters. Possibly a knowledge of what the teachers of other States are accomplishing may not be without its advantages in leading our own teachers to more active efforts for the advancement of educational interests here. We have read the journals upon our exchange list with interest, and would make our grateful acknowledgment for many valuable ideas. We regard it as no small honor for the "Teacher" to have been the pioneer of this class of journals. We trust that the teachers of Massachusetts will see that it is so well sustained and conducted that it will never suffer when brought into comparison with them.

It is in the power of our teachers, we verily believe, to produce a better educational journal than has yet been seen. We wish they would just now take the subject of the "Teacher" into more earnest consideration, and each one manifest a willingness during the coming year to do his part towards making it what he conceives it ought to be. The burden of sustaining it would be comparatively light, if it could be more equally distributed. One or two articles each year from each one, embodying his best thoughts, or most successful methods, would furnish all the matter desirable. The articles that have filled the pages of the eight volumes now completed, have been drawn from but a small portion of our teachers. They are but the harvestings of a narrow field. The crop has been excellent; and it is its excellence that makes us look with longing upon

the far wider field whose rich soil has not yet produced anything which the "Teacher" could gather in. Let all our teachers, of all the different grades of schools, manifest only a small degree of interest even, and allow the "Teacher" to draw upon them once in a while for the fruits of their experience, and it will at once increase in usefulness and efficiency. It would thus receive a greater variety of articles, and be able to do full justice to all departments of education.

Before all the improvements that are desirable can be made in the "Teacher," it must have a more earnest support. Not one quarter of the teachers of the State are its subscribers. The receipts will not allow the publisher to go to any extra expense in enriching its pages. This ought not to be so, and it is unworthy our State that it is so. Let our subscription list be doubled, and there will be something to spend in improvements. Can it not be doubled? If only half of our teachers subscribe, it will be more than doubled. More than quadrupled will it be, if all subscribe. And why should not all subscribe? One dollar a year is but a small contribution to the cause, even though it yielded no individual return. There are but few teachers who cannot afford to make it. But it would yield a return in every instance; for the funds thus secured would enable those having the "Teacher" in charge to produce a journal that would be worth something to all, — one no teacher could afford to do without. We should like to ask all the teachers in our State to try the experiment for one or two years of subscribing for the "Teacher," and paying for it in advance. Try the experiment upon the next volume. Let its first issue fall into the hands of thousands of friends. You will find it not ungrateful. It will come to you each month more and more worthy of your support.

The "Teacher" has, and always has had, a large number of subscribers in other States. It is held, we believe, in good repute everywhere. No doubt, this number will be increased. But it is to the teachers of our own State it must look mainly for its support. As this number of the "Teacher" will not go to all, let us ask of those who do receive it to lend their influence in extending its circulation. Will not some friend, or friends, see that every city and town is canvassed, and every teacher invited to subscribe? Members of School Committees and friends of education would find the "Teacher" of interest to them. From them, if proper means were taken, we might obtain much aid. We do not want to fall into the fashion of the day, and offer this and that to those who will obtain subscribers for the "Teacher." We desire only a legitimate interest to be manifested in it. We want substantial support. All that is received for the "Teacher" will be expended on it. The only aim

of those having it in charge will be to produce the best journal possible with the means at their command. Let all those who would see the "Teacher" constantly improving, and occupying a position among educational journals worthy of Massachusetts, the pioneer State in education, labor to multiply those means.

LETTER FROM GOTHA, GERMANY.

[From our Foreign Correspondent.]

GOTHA, the capital of the "five acre patch" sneered at by the coach driver in one of Mrs. Trollope's books, is one of those charming cities which one finds scattered through Central Europe, which are so lovely, embosomed by the thousand trees which line the streets and crown the eminences, that it requires an effort for the traveller to tear himself away, after a single day's sojourn. When after my return to America I shall hear one of our countrymen sneer at the little German States, and say that their names are hardly worth the learning, I shall always wish that he may sometime visit one of the cities which form their capitals, not large, judged by the common measure of size, but enriched by more art, beautified by more taste, and cherished with more care than any city of which we can boast.

The first building which we passed on our way from the depot to the city, was the stable of Ernest, brother of Prince Albert of England, and Grand Duke of the State of Saxe Gotha. Opposite is his palace, a neat but very unassuming building, in elegance and in architectural design wholly inferior to his stables. The building for the horses is of hewn stone; the palace of brick, covered with the mastic which so generally prevails throughout Germany. High on the hill, over 1300 feet above the level of the sea, is the palace in which the former duke used to reside, filled with cabinets, and historical curiosities, an admirable collection of paintings, ancient statuary, gems and medals, Chinese and Japanese trinkets, rooms splendidly furnished, and sumptuous beyond description, and yet deserted by the duke for a small house near the bottom of the hill, but which has this great *advantage*, that then he can be near his horses. It will be remembered that Albert's taste, also, is strongly for the chase; the father of these two princes had the same preference, though it was left for the son to build a palace for his horses. William the Third and Great of England, with all his passionate fondness for hunting, would never have been guilty of so senseless a piece of extravagance.

This morning, in company with Prof. ———, I had the pleasure of visiting the stores of the brothers Perthes, and the establishment for the sale of the porcelain manufactured here.

Time pressed us both, and we therefore did not go over the rooms and inspect the various departments, which, with true German politeness, the proprietors invited us to do. But these German publishing houses are so curious, even with regard to the sales room, that I must devote a moment to them.

We inquired first for the publishing house of Justus Perthes, where the admirable maps of Sprüner, Stieler, and Berghaus are issued, maps of which our countrymen are now beginning to know, and which I wish might be introduced into our schools and libraries and drive out the whole mass of incorrect, badly engraved, and badly painted atlases which swarm in America. These are sold very low, are cheaper every way than our own, and it requires very little knowledge of German to become master of their contents. These maps would do more to incite interest in study and secure thorough scholarship than any other apparatus of double the expense, which could be introduced among us. There is Sprüner's Historical Atlas—the Second Part, for instance. What a luxury is the study of the past with such an auxiliary. Years have I spent, like hundreds in America, in historical reading, with such aid as a badly executed series of maps, representing the divisions of the world at the present time, would afford. Nothing can give false ideas of history than such a course. Think of reading the story of Charlemagne's conquests by the aid of a map of modern Europe; of trying to gain a conception of what Saxony was, by looking to see what Saxony is; of measuring our Lombardy by the Lombardy which Charlemagne conquered; and of tracing the ancient France by following the boundaries of the modern. Think of the luxury of going again over the old ground with Sprüner's atlas; of having seventy-three colored copperplate engravings representing the different divisions of the world and the boundaries of separate countries at all stages of their history since the time of Christ; thirteen for instance of Europe, thirteen of Germany, six of Italy, seven of France, and so on; the whole seventy-three, together with more than a hundred smaller charts, representing cities at various dates in their history, walled towns, battle-fields, and remarkable places, costing bound but eighteen dollars. The sum may seem a large one, but the same book could hardly be published in England for half that number of pounds. This collection is of course for large libraries of reference, and for professed historical students; for schools and families there are smaller atlases, of equal merit, sold for three or four dollars.

I have been led into many words upon this subject, but I know that I shall not be accused of advertising the maps published by Mr. Perthes for the sake of that gentleman's benefit. The professors in our colleges and our chief librarians and

teachers are no less anxious than I can be that they should be known; for of all the studies which we neglect, history suffers the most. It is true we have not that inspiring stimulus which is derived from living surrounded by spots, every one of which could tell a story of the past; but wherever among us history is studied, the pleasure which it gives ought at least to be increased as much as the possession of accurate and elegant charts can do it.

The two establishments of the brothers Perthes, one for books and the other for maps, are truly German in their style. We inquired first for the establishment where the atlases and charts known over all Europe are issued, and were directed to a large house, close by, which did not differ in the slightest degree externally from a dwelling house. The door was ajar, and my companion stepped in, but immediately came out saying, "This cannot be the place; this is a dwelling house." But there was no doubting that we had been directed to this place by a gentleman who seemed a resident of the city, and one of us gently opened a door leading from the hall, disclosing a room filled with very miscellaneous contents, and hardly giving a clue from which we could judge whether we were right or wrong. Presently a young man appeared, of rather obtuse understanding however; but soon after, a young woman who was bright enough for two, and from her we learned that this was in reality the publishing house, and that in the room on the other side of the hall, we should find the clerks. To the room on the other side of the hall we went, and found a quiet, cosy place, filled very inconveniently, as a Boston bookkeeper would think, with loose papers. Three persons were quietly writing there, who very politely gave us all the information we wanted. The remainder of the house is devoted to storing the charts, and they are brought out when asked for.

Just so was it with the brother Frederick Perthes, the publisher of some of the best got up books which have come from the German press, and among others an edition of Pliny's Natural History, now almost complete, which it has been the labor of years to make perfect. The newly discovered books will form a part. But the counting room was small, and not a book was to be seen in it but account books; the proprietor was sitting on the sofa quietly eating a sandwich, and drinking a glass of wine. That there were books reserved in the other rooms of the house, we soon learned; for, presently, he began to exhibit copies of the works published by himself, and the little table was soon loaded. The conversation of Mr. Perthes was not of that shallow kind which sometimes decoys the purchaser into the belief that he is talking with a man who values books as coined minds,—as dollars in an oblong form; it was that of a

man with whom money is one end, but with whom the great end is to secure perfect accuracy and finish in his books, so that they should recommend themselves to scholars, and not need puffing in the face of a public which is unwilling to take the trouble to judge for itself. Such a man, a man who loves his work not alone for the money it brings him, it is a pleasure to meet.

GOTHA, 1855.

W. L. G.

[For the Massachusetts Teacher.]

SHOULD DRAWING BE TAUGHT IN OUR COMMON SCHOOLS?

DRAWING is, we suspect, generally looked upon by the community at large, in the light of a graceful accomplishment merely. It is supposed to be something that is a suitable and becoming finish to the education of young ladies, but of no practical use in the business of life.

From this position we dissent, and we offer the following reasons which lead us to believe that drawing should be universally taught in our schools.

First: As a discipline to the eye. The education of the senses, especially those of sight and hearing, may be carried to an almost indefinite extent, and it is a part of the great system of education which, in respect to sight, has been entirely neglected or left to chance; no systematic effort is made to train the eye, no pains are taken to enable it to judge of the comparative size, shape, or color, of objects which are constantly thrown upon its retina.

How often, when we ask a friend for an accurate description of an object of interest he may have seen in his travels, and which we wish to bring before the mental eye and fix in the mind by this process, are we doomed to disappointment, simply because he has failed to observe with accuracy, and impress clearly upon his own mind, the object he is attempting to describe.

Now the direct tendency of drawing is to remedy this defect in our education. No one can become an adept in this art, without having first acquired an accuracy of observation. One must be able to judge correctly of the comparative size of objects on the same plane, and from this to judge of their distance from the observer; also to compare the various parts of an object; to seize the points and recesses, the angles and curves, which make up the outline of each and every object he would draw.

Again, he must study critically the effect of light and shade, aerial perspective, and many of those delicate points which fail to impress the mind of the common observer. He must so dis-

dissect and stamp it upon the mind, through the organs of sight, as to be able to see it as distinctly when the eye is closed as when it is open. We are confident that this power can be obtained, and that by practice it will become so familiar as to be performed almost unconsciously.

The advantage of this acquirement, this power to seize and daguerreotype minutely, vividly and indelibly upon the mind, the various scenes and objects that are constantly floating before the eye, and the ability to reproduce them at pleasure, must be obvious to every one. A private panorama is thus produced without money and without price, which, in length and breadth, in accuracy and beauty, no Banvard ever yet has, or indeed can, transfer to canvas—a panorama which may be unrolled and used at any moment in imparting information or in transacting the business of life.

The training of the muscles to act in obedience to the dictates of the will is, as every one who has attempted to teach penmanship very well knows, a long and tedious process. The pupil may grasp the mental picture of the letter, may see it clearly in all its parts, may be able to analyze it and tell correctly in what particular he fails to copy it, and yet, when he wills his hand to move, as it must move to make it, he fails. The muscles will not work upon the fingers, and the fingers will not move the pen, as he wills them to; and nothing but long and patient practice will bring about the desired result.

This perfect command of the muscles which is indispensable in penmanship, may be acquired just as well in drawing, as in writing. And there is this decided advantage in favor of the former, it is far more attractive to children; for it is rarely the case that a child is found who is not fond of drawing.

Observation has taught us, that improvement in penmanship keeps pace with improvement in drawing; and experiment has proved, that if a certain number of hours are required to bring a class of pupils to a given standard in writing, the result may be reached as well by devoting half of the given time to drawing; therefore, and if for no other reason, we would have drawing taught as an auxiliary to penmanship.

In the various occupations, in all the practical duties of life, the ability to draw with accuracy and rapidity is of great value.

We believe the farmer would be more successful, if he were able to take a pencil and draw a plan of his fields, or sketch the graceful outlines of his full-blooded stock.

The horticulturist who can make with his own hand correct drawings of his choice fruits, or new vegetable productions, has an acquirement of practical value. The carpenter should be able to draft his own plans, the shipbuilder his models, and, in fact, throughout the mechanic arts it would be of real value as a practical acquirement.

The gentler sex will find its utility in copying patterns of various articles of dress ; in designing ornaments to make home attractive, and in amusing and instructing the younger members of the family.

As an aid in the study of Geography and Geometry, its value is unquestioned. Therefore we would have it taught for its practical value.

Its effect upon the taste is direct and powerful ; it leads to a careful observation of the various effects of different combinations of angles and curves, lights and shadows, the harmony of colors, the atmospheric effects, and all the varying phases of nature and art ; and, having observed, the mind is led to choose those which are the most harmonious and beautiful, thus cultivating, directly, a true taste ; and that taste once cultivated, all that does not please it,—all that is false and distorted,—becomes at once distasteful, whether it be found in the physical, moral, or mental world.

In thus cultivating a taste for what is beautiful and true, we are indirectly exerting a restraining moral influence. If our youth are taught to see and appreciate the beautiful and the true, which are from God, they will not, they cannot, love the false, which is not from God.

Upon this point we once heard one of our most celebrated living divines speak as follows : —“ Let my son have a real love for the beautiful in art and nature, and I have no fears that he will fall a victim to the allurements of vice and crime which are thrown around his pathway of life. He may be led astray, he may taste of false pleasures, but they will pall upon his appetite. He will find them hollow and unsatisfactory, and turn away with loathing and contempt to real pleasures,—to the really beautiful because true,—true and beautiful because from God.”

“Art, how thy finer glories rise
Beyond all scope of space or size ;
Creation to thy finger bends,—
To cunning mastery condescends.

Yet thou obeisance too dost own,
Taking from hand unseen thy crown ;
Reigning in light, with noiseless word,
A shining witness of the Lord.”

NEW ENGLAND NORMAL INSTITUTE.

We regret to learn, from authority, that this seminary is to come to a close at the end of the autumn term. The association of instructors by whom it has been sustained, with the aid

of a limited fund generously furnished by their friends in Lancaster, find it unadvisable to continue the sacrifice at the cost of which it has hitherto been kept up.

The liberal provision now made by the State, for the education of young men intending to devote themselves to the business of teaching in public high schools, has superseded the necessity of a private establishment for a higher normal training than is furnished in the normal schools of the State. We hope, however, that the State will not fail, in due season, to provide a normal institution for the professional training of the State scholars who are henceforward to enjoy the benefit of a college course of study, with a view to becoming competent teachers in our public high schools. The college course is a noble advantage to a high-school teacher; but it does not provide the peculiar professional training required as a preparation for successful instruction in the grade of schools in which he is to teach.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE Norfolk County Teachers' Association held its semi-annual meeting on the 25th and 26th of October, at South Dedham. The inhabitants of the village, through Mr. Boyden, extended a generous welcome to the teachers. They received them into their homes, and spared no pains to render their visit a pleasant one. The teachers of Norfolk County will have occasion long to remember their friendly reception by the people of South Dedham.

The meeting was an unusually profitable one. The lectures were admirable, and the subjects selected for discussion were such as called out the practical views and methods of teachers. The President, A. Wellington, Esq., of the Quincy High School, contributed much to the success of the meeting, by the courteous and acceptable manner with which he presided over its deliberations.

On the first day, the discussion was mainly upon the question, — "How do you teach Grammar?" Messrs. Metcalf, Dodge and Hagar of West Roxbury, Kneeland of Roxbury, Slafter, Wilson, and Brigham of Dedham, Stevens, Boyden, Putnam, and the Rev. Messrs. Fisher and Colburn of South Dedham, Gage of Boston, and Smith of Dorchester, took part in it. Not all that was said was in direct answer to the question. The speakers ranged over a wide field. The merits of the study, the merits of comparative philology, and the relative claims of parsing and analysis came in for their share of attention. Still several gentlemen confined themselves pretty closely

to giving their own methods. The general opinion seemed to be that the elementary principles of Grammar should be taught orally. There was some difference of opinion in regard to the best method of proceeding,—one gentleman, after the noun, took up the preposition, another the verb, and then the adjective, and so on. All agreed, however, that the scholars should proceed no faster than they thoroughly understood; that what they learned should be preparatory to the analysis of sentences, as well as to mere parsing; that the principles of Grammar should be applied by them as fast as learned, by the formation of sentences of their own. The discussion elicited much of practical importance.

Quite a spirited discussion took place upon "School Libraries" in the evening. One point attended to was the kind of books to be selected for reference, and the manner in which they should be used. Besides Encyclopedias, Dictionaries, and Gazetteers, it was thought that Books of Travels, Biographies of distinguished men, and scientific works, ought to be supplied. It was strongly contended that every school ought to possess a good library of reference books. As all scholars cannot well during the preparation of a lesson have access to these books, on account of there being generally but one copy of each, it was thought best for some particular scholar, or scholars, to look out the subjects referred to, and read the explanations to the class, or to learn what was necessary in relation to them, and give it to the class during the recitation. Different scholars should, of course, be selected from day to day, that all might be trained in the use of these books.

In regard to a "Circulating Library" for the use of scholars, there were various opinions. Some very much doubted their utility; but all agreed that where there were such libraries, the books should be selected with the greatest care, and the teacher should as much as possible direct the reading of his scholars, and see that they read to advantage. It was said that very much of the reading of the present day was useless, or worse than useless, because so hasty and superficial; and that it was very important to train children to correct habits of reading. Much discussion arose in regard to novels. Some would exclude them entirely from the Libraries; others would admit those of a certain class. Several gentlemen mentioned novels they had read in their youth, from which they had received good impressions. Such books they thought it useful to read. But still, the general opinion seemed to be that there were but few books, if any, belonging to the class popularly called novels, that ought to be placed in such Libraries. Messrs. Hagar, Putnam, Paine of Quincy, Pike of Lawrence, Horr of Brookline, Kneeland and Fisher, participated in the discussion.

The latter part of the session was occupied with the question, "Should prizes be recognized among the incentives of the school-room?" It was admitted that in particular cases prizes might sometimes be usefully offered; but as one of the regular incitements to study in a school, the practice of offering prizes was by a majority of the speakers condemned. It was argued by two or three that more study and better conduct was gained by holding out such incentives; that prizes were offered to men all their lives through, and even in the world beyond; and that, therefore, it was but right and in the natural order of things, to offer prizes in the school; and that the evils that others saw arising from this practice were mostly imaginary, and more than counterbalanced by the good gained. On the other side, it was shown that the same amount of study, and the same behavior, might be gained by other and better means; that such incentives would not lead to broad and solid scholarship; that they could not possibly produce the highest forms of character; that they were leading scholars to do from a comparatively low and transient motive, that which they might be led to do from a high and permanent one; that some injustice must necessarily be done in the distribution of prizes, as it is impossible to take all the circumstances of each scholar into the account; and that they produced rivalries and jealousies. For these reasons it was earnestly contended that teachers ought not to hold them out as incentives to study and good conduct. This debate was carried on by Messrs. Stevens, Snow and Vose of Dorchester, Putnam, Kneeland, Fisher, Slafter and Wilson.

A lecture was delivered on Thursday afternoon by Rev. Wm. H. Ryder, of Roxbury. He began by alluding to the two things to be aimed at in the work of Education — one, the communication of knowledge; the other, the development of the faculties of the mind. These should always be kept in view. They have a natural connection. The reception of knowledge aids in disciplining the mind; and the discipline of the mind prepares for the reception of knowledge. He spoke of the influence of different studies in producing these results. Teachers should have their own plans, and teach from themselves. He knew they were sometimes liable to great injustice, because the examination of their schools was oftentimes assigned to those who were not fully acquainted with the subjects taught. Different men also had different standards, and therefore reports were not always just to all. He thought teachers should be left to follow their own plans and methods, and be held responsible for results. He urged them not, in cultivating the intellect, to neglect the heart; to teach daily the eternal truths of God; to be watchful over their characters, which were silently and unconsciously influencing the characters of their pupils; and to

gain a just conception of the magnitude of their work, and consecrate themselves heartily to it. The lecture was very interesting, and brought out many important ideas. It was exceedingly gratifying to hear such advanced by one whose long experience as a committee man, and whose general knowledge entitle them to so much weight.

The evening lecture was delivered by Samuel J. Pike, Esq., Principal of the High School in Lawrence. His subject was the "Democratic Principle in School Government." His idea was not that the teacher should put the government of the school into the hands of his scholars; neither should he govern as an absolutist; but that he should so far admit the democratic principle in framing his school-laws, as to allow his scholars to have some voice in them, and to lead them to feel some responsibility for them. Self-government, he maintained, is the essential thing; and the teacher, instead of putting his scholars in a position where they desire to thwart his plans and violate his rules, had better lead them to co-operate with him, and feel desirous of maintaining the government of the school. He thought it all the more necessary in a republican government like ours that the children should be trained to self-government. The lecture was finely written, and gave evidence of much thought. Had the lecturer shown by examples how he would have this principle applied, he would have enhanced the value of his very acceptable lecture.

Dr. Edward Jarvis, of Dorchester, delivered the last lecture. His aim was to point out the consequences of a misdirected education, and particularly to show how such an education often produced insanity. The first thing requisite, before we undertake to educate a child, is to understand his nature, and, then, the purposes for which he is designed. Every faculty has its own proper place in the human economy, and each should be so developed that all might act in harmony. Some faculties are found weaker than others, and often those which should be subordinate become ruling powers. A perfect plan of education would cultivate each according to its particular need. The physical appetites should be subordinate to the intellect; and all, under the control of conscience. Oftentimes a faculty becomes so much developed, and acts with so much power as to throw off, not for a time merely, but permanently, the control of reason, and thereby deprives the individual of all power of correcting the distorted and false impression he receives. A state of insanity is thus produced, which becomes generally more and more hopeless. He showed how a want of understanding of the nature of the child on the part of parents and teachers, had frequently led to this result. The lecture was eminently a useful one. Dr. Jarvis has given much time to the investigation

of the conditions and causes of insanity, and few are so well qualified to speak upon the subject.

We hope none will do the lecturers the injustice to judge of their lectures by these imperfect sketches. We have only aimed to give some idea of the subjects presented. They were all listened to with great interest, and added much to the usefulness of the meeting. The sessions were brought to a close on Friday afternoon. The customary votes of thanks were offered by Mr. Hagar, who prefaced them with a few appropriate words expressive of his gratification that all the arrangements of the meeting had proved so successful. He paid a deserved compliment to the inhabitants of South Dedham. Rev. Messrs. Fisher and Colburn made short speeches in reply. The Association then sung Old Hundred, and adjourned.

PRIMARY INSTRUCTION.

[The Annual Report of the Condition of the Schools in Cincinnati has just been received. These schools are, in many respects, in a promising condition. Their wants are ably set forth, and many improvements proposed. From the excellent Report of the Superintendent, Andrew J. Rickoff, we give the following extract :—]

WHEN I first visited the Primary Grades, except at times of recitation, I found the pupils almost wholly unemployed, and as at that time, the principles and advantages of classification were little understood, or were deemed quite inapplicable to the Primary Departments, and as there was consequently a very large number of classes, even the individual system prevailing in many cases, the time devoted by each class to recitation, was very limited, not exceeding forty minutes per day, in the best arranged schools. Even in these, economy of time and labor was not studied, and while one was reciting, the others were listless, so that the time really devoted to each child, per day, was little more than the quotient produced by dividing the time devoted to the class, by the number of pupils in the class. All the rest of the time, they were compelled to sit, the hands clasped on the lap, or folded on the breast, or when the teacher was not so nice, they were permitted to take any position their languor might dictate. So passed day after day, and month after month, relieved only by the occasional scoldings of the teacher, on account of the restlessness of the poor scholars.

I first set myself about giving them constant, interesting, and useful employment. It was not without difficulty that the object was accomplished. Finally, however, all objections were overcome, and most of the teachers made an effort to qualify them-

selves for the novel work,—a draft on their resources which was not expected in the schools in which they were employed. The first means, and the only one introduced, was the use of the slate, for printing, writing, or drawing. By a simple reference to the table, showing the *studies pursued*, it will be seen that 8394 pupils have been taught writing, who were never before supposed to be able to receive such instruction. Two or three thousand have learned to write a good, legible hand, and many hundreds even elegantly. But the ability to write is not all the advantage that has accrued from this appropriation of time, formerly worse than lost.

As soon as a pupil has learned to write the script character, or even to print with facility, he loves to exercise his new acquirement, just as a little child loves to talk, for the sake of talking. To copy his spelling and reading lessons, affords him pleasure, and for a time he is employed in this way. But he need not be long engaged in copying. Original exercises next occupy his attention; they call for a higher exercise of the mind, and give zest to the employment. At first, he is directed, perhaps, to write the names of objects in the school-room. His earliest attempts will afford but meagre results. A half dozen items will likely complete his list; if, however, his attention be directed to the different classes of objects, and the parts which compose them, as in the construction of the room itself, the furniture, articles of clothing, etc., the list is soon enlarged, and grows beyond the capacity of his little slate. Then he may commence anew with his own name, the names of his brothers, sisters, parents, grandparents, uncles, aunts, cousins, neighbors, and so on; then again, the names of different classes of objects, the different kinds of flowers, trees, shrubbery, animals, houses, professions, trades, weights, measures, musical instruments, articles of food, of clothing, natural objects and artificial, articles light, heavy, smooth, soft, of different colors, etc., etc., in almost infinite variety. In this class of exercises, there is enough of matter and variety to occupy the first two years of school life, if it were desirable to continue it so long. Next sentences may be written, descriptive of given objects, narrating given incidents, describing the way to and from home, walks in the city, in the country, at different seasons of the year, etc. Then the exercise may be applied to practice, on the meaning and use of words. Objects may be named, and all the possible qualifying words added to them. Words may be given and sentences constructed containing them. Sentences may be written, certain words being omitted, and these omissions may be supplied in the greatest imaginable variety of ways. Sentences may then be required containing the words of the definition table, and so on, almost *ad infinitum*.

I cannot forbear giving a copy of some of the first of these exercises which I found on the blackboard of one of the most intelligent and enterprising of our teachers. She had written at the head of the board, the word "VEGETABLE," as the class of objects which she wished her pupils to enumerate. Raising their hands as the names occurred to them, they were permitted to speak one by one, and the enumeration went on, the teacher writing as it proceeded,—cabbages, potatoes, beans, turnips, radishes, peas, tomatoes, cucumbers, parsley, carrots, horse-radish, egg-plant, spinach, lettuce, beets, parsnips, water-melons, mush-melons, corn, wheat, barley, oats, rye, buckwheat. At another time under the head of "BIRDS," they dictated as the teacher wrote, yellow, mocking, blue, canary, cat, red, black, jay, gray, the pigeon, parrot, robin, martin, owl, dove, hawk, crow, quail, wren, eagle, raven, swan, kite, duck, goose, chicken, turkey. I found written on the board, under the head of "PIES," what would make the mouth of an epicure water,—cherry, apple, blackberry, strawberry, peach, custard, gooseberry, chicken, plum, cranberry, mince, grape, currant, rhubarb, lemon, orange, raspberry, veal, pumpkin, and quail. Then the direction how to make an APPLE PIE:—peel the apples and cut them, cook them, make the crust, put the crust in the pan, put the apples into the crust, put the sugar into the pie, put on the top crust, put the pie into the oven and bake it, then—EAT IT. Some objections might possibly be urged against the process, but I give it as I found it.

The foregoing exercises were copied, as I have said, from the blackboard of one of our Primary grades, where lessons of this kind have been given with the greatest degree of success. They were prepared for no special occasion, and were all written by the teacher, at the dictation of the pupils, she not suffering herself to make any additions. After being written by the teacher, they were written and re-written by the pupils. The exercise is a simple one, but its very simplicity is its chief excellence. It tasked, and exercised, and, therefore, developed the faculties of the attention, observation, and memory; it taught the pupils to write, to spell, and it awakened mind, and gave increased interest in the school. Were no other good accomplished, than to occupy the time, and engage the labor of pupils, it would amply repay for all the attention given it. Whatever children are accustomed to do, or to be, becomes habit; if to be busy, they become industrious; if to be idle, they become indolent. If they pass several hours of a day in mental inactivity, they become stupid. The experience of all teachers renders it quite certain that the mismanagement of the Primary Department and the bad habits formed therein, are, in no slight degree, the causes of the stolidity which we meet in

the higher Departments. We might go farther and say what every reflecting observer must admit to be true, that not a little of the indolence and consequent poverty, rags, and wretchedness, that choke up the streams of public and of private charity, is attributable to the habits almost forced upon the children of the schools. If we would have more active, intellectual men in the world, we must not repress, but encourage the mental activity of children.

READING.

Every man and every woman who can read at all, should adopt some definite purpose in their reading—should take something for the main stem and trunk of their culture, whence branches might grow out in all directions, seeking light and air for the parent tree, which, it is hoped, might end in becoming something useful and ornamental, and which, at any rate, all along, will have had life and growth in it.

It must not be supposed that this choice and maintenance of one or more subjects of study must necessarily lead to pedantry or narrowness of mind. The Arts are sisters; Languages are close kindred; Sciences are fellow workmen: almost every branch of human knowledge is immediately connected with biography; biography falls into history, which, after drawing into itself various minor streams, such as geography, jurisprudence, political and social economy, issues forth upon the still deeper waters of general philosophy. There are very few, if any, vacant spaces between various kinds of knowledge: any track in the forest, steadfastly pursued, leads into one of the great highways; just as you often find, in considering the story of any little island, that you are perpetually brought back into the general history of the world, and that this small rocky place has partaken the fate of mighty thrones and distant empires. In short, all things are so connected together, that a man who knows one subject well, cannot, if he would, fail to have acquired much besides: and that man will not be likely to keep fewer pearls who has a string to put them on, than he who picks them up and throws them together without method. This, however, is a very poor metaphor to represent the matter; for what I would aim at producing, not merely holds together what is gained, but has vitality in itself, is always growing. And anybody will confirm this, who, in his own case, has had any branch of study or human affairs to work upon; for he must have observed how all he meets seems to work in with, and assimilate itself to, his own peculiar subject. During his lonely walks, or in society, or in action, it seems as if this one pursuit were something almost independent of himself, always on the watch, and claiming its share in whatever is going on.

Again, by recommending some choice of subject, and method in the pursuit of it, I do not wish to be held to a narrow interpretation of that word "subject." For example, I can imagine a man saying, I do not care particularly to investigate this or that question in history; I am not going to pursue any branch of science; but I have a desire to know what the most renowned men have written: I will see what the twenty or thirty great poets have said; what in various ages has appeared the best expression of the things nearest to the heart and fancy of man. A person of more adventure and more time might seek to include the greatest writers in morals or history. There are not so many of them. If a man were to read a hundred great authors, he would, I suspect, have heard what mankind has yet had to say upon most things. I am aware of the culture that would be required for such an enterprise; but I morely give it as an instance of what may justly come under the head of the pursuit of one subject, as I mean it, and which certainly would not be called a narrow pursuit.

There is another view of reading, which, though it is obvious enough, is seldom taken, I imagine, or at least acted upon; and that is, that in the course of our reading, we should lay up in our minds a store of goodly thoughts in well-wrought words, which should be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy. We see this with regard to the sacred writings. "A word spoken in due season, how good is it!" But there is a similar comfort on a lower level to be obtained from other sources than sacred ones. In any work that is worth carefully reading, there is generally something that is worth remembering accurately. A man whose mind is enriched with the best sayings of the poets of his own country, is a more independent man, walks the streets in a town, or the lanes in the country, with far more delight than he otherwise would; and is taught by wise observers of man and nature to examine for himself. Sancho Panza with his proverbs is a great deal better than he would have been without them: and I contend that a man has something in himself to meet troubles and difficulties, small or great, who has stored in his mind some of the best things which have been said about troubles and difficulties. Moreover, the loneliness of sorrow is thereby diminished.—*Friends in Council.*

RULES FOR STUDY.—Professor Davies gives the following:—
 1. Learn one thing at a time. 2. Learn that thing well. 3. Learn its connections as far as possible with all other things. 4. Believe that to know everything of something is better than to know something of everything.

FROM MR. MAY'S BRIDGEWATER ADDRESS.

[The following tribute to the memory of a departed teacher, and allusion to one for whom we hope many years are yet in store, will be heartily responded to by many of our readers. It is an extract from the Address delivered before the Bridgewater Normal Association by Rev. Samuel J. May :—]

IN the district school, hard by the house where I lived six happy years, in another part of this county, I had frequently observed, among other very bright girls, one who seemed to me peculiarly intelligent and lovely. I followed her into the schools she was afterwards called to take charge of, and perceived that she possessed, in no ordinary degree, *the gift of teaching*. By my advice she came hither,* and passed a year or more under the admirable discipline of Mr. Tillinghast.

On her return, she was made principal of the Union High School in Scituate. There she soon made manifest to all intelligent observers, how much even one who had a *genius for teaching*, could be benefitted by the studies, discipline, experiments of a Normal School.

Miss Tilden went with me to Lexington; and I was very soon assured, that if I was myself insufficient for the duties of the place, I had conferred an inestimable blessing upon the cause of education by bringing her into that situation. Never have I seen one, who could, like Caroline Tilden, quicken the most sluggish intellect, fix the most wandering attention, and inspire the most indifferent with the desire to know. Often have I suspended for a while the exercises of my own classes, that I might enjoy the feast of listening to her teaching, and catch some of the effluence of that spirit, which seemed to guide her every word and motion. She was in the school continually as an angel of light and love. And there she lived and unsparingly labored five bright years, and thence ascended to those kindred "spirits, which do always behold the face of my Father in Heaven."

Much as I attributed her admirable skill in teaching to the inspiration of Him from whom cometh every good and every perfect gift, she would always tell me with a glow of gratitude, how much she owed, under God, to her teacher at Bridgewater. The training which she here received from Mr. Tillinghast was, I doubt not, of inestimable value to her.

You, who have been his pupils, can tell me better than I can tell you, what there was in Mr. Tillinghast's methods and manners that summoned each faculty of the mind to do its duty in

*Mr. N. C. Nash, a wealthy merchant of Boston, a native of the same town with Miss Tilden, at my request, gladly consented to pay her expenses, so long as she should find it profitable to continue here.

its time, place and measure ; never to thrust itself forward to excite surprise and court admiration ; but to content itself with contributing, as alone it could, in its time, place and measure, to the harmonious movements of the whole intellectual and moral being.

Mr. Tillinghast's aspect was at first forbidding. He had been subjected in his youth to the severe, unyielding, harsh discipline of a military school. At West Point Academy, the physical and mental powers, I know, are often admirably drilled. But I fear the discipline there sometimes exerts an unhappy influence upon the social, if not upon the whole moral character. The moral character of Mr. Tillinghast you will all, I am sure, testify was unharmed ; for he has ever shown himself to be most conscientious and pure.

All his pupils, I believe, who remained long enough under his instructions to appreciate him justly, concur in bearing high testimony, not only to his surpassing skill in teaching, but to his purity, elevation of purpose, and true though not forth-putting benignity. He showed while here that he was fitted to instruct and to command ; that he wielded a plastic power. The impressions that he made upon very many of his pupils were obvious and ineffaceable ; not only on their intellectual, but on their moral characters ; not only in forming them to be school teachers, but to be *true* men and women in every relation of life. His great aim was to keep alive in himself, and to awaken in all about him, the deepest *sense of duty*, its high behests—its sacred obligations. This is the true foundation of character. It can rest securely on God alone.—“Every signal act of duty is altogether an act of faith.” And the daily and hourly unflinching adherence to that which one fully believes to be true and right, *is eternal life*. I am told that a favorite passage, often repeated by Mr. Tillinghast in school, was the following from Wordsworth :

“What are things eternal? Powers depart,
Possessions vanish, and opinions change,
And passions hold a fluctuating seat ;
But—by the storms of circumstance unshaken,
And subject neither to eclipse, nor wane,
Duty exists.”

Mr. Tillinghast's life as a Normal School teacher has ceased. His account with his fellow-men and with his Maker on that score, is made up, and cannot be changed. And this is an appropriate occasion, and here the fitting place for those of us who have known him best, through his long career of fourteen years of usefulness, to give our testimony respecting him. It is due to the public which he has served so well ; it is due to him, worn out, as we fear, in that service. It is all the more due to him, as he is one whose unfeigned modesty is such, that he

is ever wont to depreciate himself and the value of any thing he has done. I doubt not there are welling up from the hearts of many who hear me, memories of inestimable benefits received from Mr. Tillinghast—and testimonies to the value of his services in this school, higher far than I have ventured to intimate.

THE PERCEPTION OF BEAUTY.

THIS age is sometimes called utilitarian; and in many respects it certainly is so. That which can be put to use in supplying the physical wants is most prized. Men are in eager pursuit of wealth, or are so poor as to be hard-pressed for the necessaries of life; so they come to regard that most which can be coined into money, or bring a supply of food. Still, this does not express the whole truth; for men are not wholly given to the worship of Mammon. The wealth gained is often used in obedience to the higher principles of man's nature. It sends the light of Christian truth to darkened minds; it endows colleges; it gladdens the earth with blessed charities; it upholds art, and does much to adorn and beautify. The world has always a bright side, and that side it is best to keep ever in view. Yet the ugly fact, that men are for the most part chained to the earth to dig and delve, is met at every turning; and so eagerly are they gazing into their sand heaps for grains of gold, that the beauty which is bending over them and smiling around them, is as though it were not.

That each man has faculties to enable him to perceive and appreciate beauty, cannot be questioned. In a true plan of education, these would receive their share of attention, and be properly developed. They have heretofore, as far as the education of the mass of the people is concerned, been almost entirely overlooked. The aim has been to unfold those faculties, merely, which fitted for what has been called practical life. Most of the efforts of schools are thus directed now; and perhaps it cannot at present be otherwise. But, still, it is in the power of teachers to do very much towards developing that part of the child's nature, which seizes upon the beautiful, and draws from it its genial and inspiring influences. As far as this can be done, it should be done. It is quite certain that through the whole educational course, from the primary school upwards, something may be accomplished here by each successive teacher, without any serious loss of time from the regular studies pursued in the schools.

The great error in our system of education is that the perceptive faculties are scarcely trained at all. Hence children and men do not observe things as they should. They see with-

out seeing, and only a small part of the objects beheld are impressed upon the mind. All besides is confused and indistinct. How few, for instance, can describe the line of the horizon, often one of great beauty, as seen from their homes, or from some neighboring eminence, though they have beheld it thousands of times. And this, because their attention has not been properly directed to it. Let the attention of scholars be called to this line, and at some future time require, as an exercise in composition, a description of it. Two things will then be accomplished at the same time. Lead them to note the difference in their sensations, as the eye passes over hill and dale, along the dead level of the sea, around the sharp corners of distant buildings, or across some wavy forest. That which causes the most pleasing sensation will, of course, be the most beautiful to them. At another time, bid them describe the great features of the landscape enclosed by this line. Insist upon close observation and faithful description. If they understand fully what is required of them, they will find pleasure in doing it; and as they note the forms of the surface, the groupings of buildings and trees, the positions of water, and so on, they will discover beauties, of which they before knew nothing, though the same landscape has been spread out before them for years. Could they be taught to sketch all these, it would be far better; but that could hardly be accomplished in our schools now.

Next, this same landscape may be made to give lessons in light and shade and color. There are not many scholars whom an intelligent teacher could not lead to find pleasure in viewing the thousand shades of the same color even with which the landscape is adorned; in beholding the ever-varying hues produced by the ceaseless play of light and shade, as the wind sweeps over meadow and forest, or the fleecy cloud veils and unveils the sun. Let them search for any two spots that have precisely the same coloring, or the same arrangement of light and shade. They might thus be led to spend hours in learning the wonderful variety of forms and colors, which nature offers to view, under the influence of those delightful emotions which true beauty ever excites.

The great features of the landscape need not occupy the whole attention. The teacher may descend with his scholars into particulars. Nature has done nothing which is not worth study. She has clothed in beauty even her lowliest forms. Each tree, in its form and foliage, each plant, each flower, has elements of beauty, which only special study can discover; but once discovered, that tree or flower is beheld as never before. It is invested with a charm that never departs. It not only pleases when beheld, but as often as memory brings back its

image, it sheds its beauty upon the heart. There is even in the sand-bank, in the roughest rock, in the moss that grows over it, in the dusty wayside weed, a beauty which will gladden the eyes of him that seeks it. Every teacher, who is himself a lover of beauty, can open here sources of enjoyment to his pupils, which will save them from much of the sorrow and evil of life.

Let him by no means fail to direct their eyes upwards. Few know the beauty that ever graces the skies. The clear trembling blue that seems to tempt your gaze on and on to the fancied heaven beyond; the thousand cloud-forms that repose lightly on the summer air, or are driven on by the rushing winds, ever changing in form and hue; the rich play of the morning light, the gorgeous train that waits upon the setting sun, all glow with the divinest beauty, which in its purifying and elevating influence lifts the soul from earth to heaven. Let scholars be taught to watch the setting sun, and after it has disappeared, to note the intermingling and gradation of colors, from the cold purple of the zenith to the glowing gold of the horizon; let them watch the change from gold into orange, from orange to crimson, from crimson to purple, and so on till the dull blackness of night gathers, and the stars come out to stand their nightly watch, and they will behold visions of beauty which will light up the chambers of their minds forever. These glorious sunsets, which are so frequently occurring, are in some measure beheld by all. The brightness which robes the western sky attracts all eyes. But their chief and most moving beauty is not seen by the careless beholder. Only the earnest observer traces those delicate shadings and softened tints, which glow with beauty not of earth, and soothe the soul into a repose like that which one imagines the "beloved disciple" to have felt as he leaned upon the Saviour's breast.

In cities, and in some measure everywhere, teachers can point out the beauties of art, and direct their scholars where they can find what is worthy of their study. Fine pictures might from time to time be exhibited, and their excellences shown. Coarser ones might also be sometimes used for purposes of criticism. A few such lessons even, would be invaluable, and would do much towards forming a true taste. The time may come when the walls of our school-rooms, instead of being disfigured with hideous anatomical plates, will be adorned with pictures of real beauty, and its niches graced with busts and statuettes. Could a love of beauty be awakened in the hearts of the scholars, it would be a powerful auxiliary for good. The moral tone of the school would be elevated at once.

Beyond the mere outward forms of beauty scholars should be taught to look. All this robing of earth and sky has a

meaning; and it is this meaning that most works into the soul, and chastens and refines it. Beauty is expressive of the love of God; for it can be only in love that he has woven so fair a vesture for the earth, and insphered it with such glowing skies. The sentiment of beauty, therefore, lifts all to him, and makes them feel the arms of his love encircling them. It wins from all that is low and sensual to all that is pure and ennobling. There may be a recognition and love of beauty, even where there is forgetfulness of God. But how much brighter does it glow, how much sweeter and purer the emotion it awakens, when God's love shines out through it. The teacher in laboring for these results may gain nothing that will appear in examinations, or grace his exhibitions; but he will have the satisfaction of knowing that he has opened to his scholars sources of pure enjoyment; that he has been instrumental in storing their minds with beautiful images, which will fill many an otherwise vacant hour with bright visions, and charm away pain and sorrow in times of sickness and distress; that he has opened to them a path which leads to God.

A FEW WORDS TO THE TEACHERS OF OUR WINTER SCHOOLS.

BEFORE the issue of our next number, many of our winter schools will commence, and in some of them teachers will be employed, who engage in the work for the first time. It is to such, more particularly, that we wish to say a few words. Presuming that you have duly considered the nature and magnitude of the work before you, we will endeavor to offer a few brief suggestions which may be of some service to you.

1. *Give your heart to the work before you.* Remember that the very moment you enter the school-room you assume responsibilities and duties of a new and important nature. In the discharge of these duties you will be constantly exerting an influence which will have a life-long existence for the weal or woe of your pupils. An influence of some kind you must exert. Your every word, act, movement, and look, will make impressions, salutary or otherwise. Then strive to convince your pupils, at the very outset, and continually, that you wish to do them good, and the greatest possible amount of good. Let all your actions and all your expressions give evidence of this. Let your time and your energies be given to the great work before you.

2. *Be punctual and prompt.* Do not linger on your way to school, and be not content to arrive a few minutes late, or even just at the moment for commencing. If you would have your scholars punctual you must be so yourself. Example and pre

cept should go together. If your pupils always find you at the school-room a few minutes before the time, ready to greet them with a cheerful smile, they will be strongly induced to be there early, with their "morning-shining faces" all ready to reflect back your pleasant looks. Make them feel that you will always be in season, and let them be assured that they may always find you at the school-room, some ten or fifteen minutes before the hour for commencing, and they will be much inclined to imitate your example.

3. *Be sure to have good order.* This is of the first importance; it is, indeed, indispensable. Without order you cannot have a good school. You may have pupils of ability, and talent, and goodness, but they will need governing and directing. They may possess the best of traits and qualities, but they will need your guiding hand. Therefore keep the reins of government in your own hands, and be sure that you *bear a steady rein*. A skilful coachman will guide and control his horses at will, and safely conduct those in his charge to their destination; but one unskilled might only hold the reins, while the uncontrolled steeds should rush on to sure destruction. So it is with the teacher. If he rightly understands the nature of the young mind, and the nature of his duties, he will safely discipline and guide them; while, if he is unskilled and reckless, he may only have the name of holding the reins of government, as his pupils bear him with themselves to destruction. If you would govern wisely and well, have not many rules, but see to it that the few you do have are properly understood, and exactly and promptly obeyed. Be sure that you never *scold* in school, and never threaten a punishment which you have no intention of inflicting. Be firm, be calm, be cheerful. Be ever ready to *assist* your pupils, but not too ready to *tell* them all they wish to know. The best way to render true assistance may be to encourage them to search for themselves. If you can succeed in awakening a lively interest in the school and its exercises, the discipline will be comparatively easy. Therefore make it a prominent point to make all lessons and recitations as interesting and attractive as possible.

4. *Be thorough in your teaching.* Let your ambition be to do *well*, rather than *much* or *many things*. Let every exercise be thoroughly understood, and to this end do not limit your questions to the text-book. Ask many questions in addition to those in the book, and be sure that every subject is fully comprehended. Make haste slowly, but surely, thoroughly. We might offer other suggestions, but if these are properly regarded, others may not be needed; and if they are not rightly received and considered, others would be useless.—*Connecticut School Journal*.

TEACHING AND TRAINING.

MANY teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information: to *train* is to "*exercise, to discipline, to teach and form by practice,*" says Webster. With those who are already educated, measurably, mere *teaching* or precept may suffice; but for young persons, those who are *to be educated, training, practice, must be superadded, or much of our labor will be lost.* This is the object we have in view in many of our reviews and repetitions, and in the various exercises by which scholars are required to apply in practice what they have attempted to learn.

With reference to intellectual culture, this training is intimately connected with the *law of association*, which lies at the foundation of *habit*. Much may be learned on this subject by observing the plans adopted by those who have acquired skill in the training of animals. The following is related of a successful horse-trainer, who called at a certain nobleman's, and offered to ride any horse which could be produced. "Having one remarkably stubborn, the nobleman told a groom to bring her out. The stranger then deliberately mounted, and urged her to move, but not one step would she stir. After a pause he quietly dismounted, gave her one severe stroke with his whip, and again resumed the saddle. The mare remained immovable, but the man preserved his temper, and got down quietly a second time, repeating the blow, but with no better success. After the third stroke, however, she was completely subdued, and moved forward with perfect obedience.

It now became evident that the design of the horseman was to give the animal time to associate the idea of her disobedience with the stroke that followed. When this was established, she was willing to move. On the contrary, if a shower of blows had been dealt out, as thousands of horsemen would have done, the mare would have had no time to reflect, and both she and her rider been roused into fury."

A couple of good anecdotes are told of Dean Swift, which are exactly in point. His servant-girl, whose duty it was to attend to his fire and keep his study in order, had an inveterate habit of leaving the door open; and though she had been reminded of this failing again and again, and had received "precept upon precept," still her bad habit was not mended. On a certain day, she had permission to attend a fair in the neighborhood, and just before starting, having repaired to the she left, she withdrew, leaving the door open as usual. The

Dean waited till she had crossed the lawn and nearly reached the gate, a distance of several rods from the house, and then despatched a servant in great haste to call her back. She was, of course, not a little vexed at the unexpected summons; when she appeared at his door, and inquired what was wanted: "Shut the door, Mary," said the Dean, without lifting his eyes from his book.

At a certain time he was making a journey on horseback, accompanied by his footman. After a few days, John, having found that his master's boots, which he had spent so much time in polishing, became, in a few hours after starting in the morning, quite as muddy as they were the night before, concluded that his labor was all lost, and accordingly the next morning presented the boots without cleaning. To his master's inquiry, he gave the above reasoning, which appeared to be quite satisfactory. The Dean, however, immediately directed the host not on any account to give John any breakfast. When the servant was called on to start, he informed his master that he had had no breakfast. "Ah," said the Dean, "I thought if you should eat this morning, you would be hungry again by noon, and it would therefore do no good."

No one acquainted with the laws of mind will need to be told that the methods adopted by the Dean were crowned with success proportionate to their shrewdness.

It is in accordance with the ideas here sought to be enforced, that the wise man says, "*Train up a child in the way he should go, and when he is old he will not depart from it.*" Mere teaching will not always suffice: skilful *training* will rarely fail to accomplish its object.—*Ohio Journal*.

WORK.

What are we set on earth for? Say, to toil—
Nor seek to leave thy tending of the vines,
For all the heat o' the day, till it declines,
And Death's mild surfew shall from work assoil.
God did anoint thee with his odorous oil,
To wrestle, not to reign; and He assigns
All thy tears over, like pure crystallines,
For younger fellow-workers of the soil
To wear for amulets. So others shall
Take patience, labor, to their heart and hand,
From thy hand, and thy heart, and thy brave cheer,
And God's grace fructify through thee to all.
The least flower, with a brimming cup, may stand
And share its dew-drop with another near.

E. BARRETT BROWNING.

PUNCTUATION.—A country schoolmaster, who found it rather difficult to make his pupils observe the difference in reading between a comma and a full point, adopted a plan of his own, which he flattered himself would make them proficient in the art of punctuation; thus, in reading, when they came to a comma, they were to say *tick*, and read on to a colon or semicolon, *tick, tick*, and when a full point, *tick, tick, tick*. Now, it so happened that the worthy Dominie received notice that the parish minister was to pay a visit of examination to his school, and as he was desirous that his pupils should show to the best advantage, he gave them an extra drill the day before the examination. "Now," said he, addressing his pupils, "when you read before the minister to-morrow, you leave out the *ticks*, though you must think them as you go along, for the sake of elocution." So far so good. Next day came, and with it the minister, ushered into the school-room by the Dominie, who, with smiles and bows, hoped that the training of the scholars would meet his approval. Now it so happened that the first boy called up by the minister had been absent the preceding day, and, in the hurry, the master had forgotten to give him his instructions how to act. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began to read—"And the Lord spake unto Moses, saying, *tick*, speak unto the children of Israel saying *tick, tick*, and thus shalt thou say unto them, *tick, tick, tick*." This unfortunate sally, in his own style, acted like a shower bath on the poor Dominie, whilst the minister and his friends almost died of laughter.

A PRONOUNCING, EXPLANATORY, AND SYNONYMOUS DICTIONARY OF THE ENGLISH LANGUAGE. BY JOSEPH E. WORCESTER, LL. D.

The author has styled this work "The Academic Dictionary." It has been designed to meet the wants of the higher class of schools. All well authorized English words are contained in it; and their pronunciation has been marked with the greatest care, and the most appropriate definitions given. The bringing together of synonymous words is a new and very important feature of the work. The appendix has, besides the pronunciation of Greek and Latin, Scripture and Geographical names, a list of Christian names with their significations, of the words and phrases often quoted from other languages, and of the principal deities and heroes of antiquity. We hesitate not to pronounce it the best Dictionary for general use that has yet appeared. The publishers have done their part well, and deserve great credit for presenting it to the public in so attractive a form.

Resident Editors' Table.

GEORGE ALLEN, Jr., *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
O. J. CAPEN, *Dedham.* } { E. S. STEARNS, .. *Frammingham.*

THE FRANKLIN COUNTY COMMON SCHOOL ASSOCIATION.

THIS Association held its annual meeting at Shelburne Falls, on Wednesday, Oct. 31st, 1855.

In absence of the President, the meeting was called to order by the Secretary. D. O. Fisk was appointed President, *pro tem.* Prayer was offered by Rev. W. F. Loomis, of Shelburne Falls.

Messrs. Field, Newton and Miner were appointed a committee to nominate officers for the year ensuing.

The reports of the Secretary and Treasurer were presented.

The Association was then favored with an address by H. H. Pratt, Esq., of Shelburne Falls.

F. W. Miner, of Greenfield, then introduced an Exercise in Teaching Arithmetic, upon which a spirited discussion arose, participated in by Messrs. Kingman and Foster of Charlemont, Miner, Vent and Pratt.

The committee to nominate officers reported the following, who were duly elected :

President — D. O. Fisk, of Shelburne.

Vice President — S. O. Lamb, of Greenfield.

Secretary and Treasurer — D. H. Newton, Greenfield.

Directors — Rev. Geo. M. Adams, Conway ; H. A. Pratt, Esq., Shelburne Falls ; Henry M. Goddard, Orange ; S. T. Field, Shelburne Falls ; Edwin A. Pratt, Montague.

Committee on Prizes — C. F. Vent, Esq., Greenfield ; Rev. W. F. Loomis, Shelburne Falls ; Rev. J. F. Moors, Deerfield.

Auditors — Rev. J. H. Merrill, Montague ; E. B. Alvord, Shelburne. Adjourned.

EVENING SESSION.— The question, "Is it advisable to offer Prizes as incentives to emulation in our Public Schools," was discussed by Messrs. Newton, Fisk, Kingman and Field.

The Association then listened to an address by George Stevens, Esq., of Lowell. Subject—"The true end of Education."

Adjourned.

THURSDAY MORNING.

W. T. Loomis in the Chair. Prayer by S. T. Field.

The Committee on Essays reported that equal prizes be awarded to No. 5 and No. 6, of \$5 each, which were then read before the meeting.

The Secretary then opened the envelopes corresponding to the successful Essays. No. 5, Miss Esther Newton, Green-

field; No. 6, Miss Marie A. Sawyer, [Wendell. The remaining Essays, upon application to the Secretary, will be returned to the authors.

Voted, That hereafter the Committee on Prize Essays be allowed to present a report on all the papers submitted to them for examination.

Exercise in teaching. Reading, by C. F. Vent, of Greenfield, and discussed by Messrs. Pratt and Miner.

The last hour was occupied by Prof. Arms upon the subject of "Aid to Memory."

Resolved, That the attendance upon and interest shown at this meeting, encourage us to persevere, and endeavor to render the future meetings of the Association more useful and interesting, and worthy the attention of teachers, and of the whole community.

Resolved, That the thanks of the Association be presented to Messrs. Pratt and Stevens for their very able and instructive addresses before the Association.

Resolved, That the thanks of the Association be presented to the people of Shelburne Falls for their kind and cheerful hospitality, and for their active efforts to make the present meeting so pleasant and useful, and also to the Baptist Society for the use of their church.

Adjourned *sine die*.

D. H. NEWTON, *Sec.*

For the Massachusetts Teacher.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

A MEETING of this Association was held at Monson, Friday and Saturday, October 19th and 20th.

The meeting was called to order at half past three in the afternoon, on Friday, by the President, Mr. Barrows, of Springfield. The lecturer appointed for this hour not having arrived, Mr. Tufts, Principal of Monson Academy, gave a lecture on *System*. The lecture was full of sound sense and practical wisdom, and we regret that our limits will not permit us to give an analysis of it.

Wm. H. Wells, Principal of the State Normal School at Westfield, followed with an interesting account of the state of education in Canada, and a description of the Normal School at Toronto. Mr. Wells has lately returned from a visit to the Provinces, where he has been to acquaint himself with the common school system of Her Majesty's dominions.

The evening session was opened by a lecture from A. Parish, Principal of the High School at Springfield. Subject—Moral Instruction. The lecture contained many practical suggestions of great value. It was followed by a poem delivered by J. E. Taylor, Esq., of Springfield, Subject—Letters.

A discussion followed on various topics suggested by the lectures, in which the younger members of the Association took an active part. Mr. Strong, of Springfield, spoke of the good effects of Teachers' Conventions upon the teacher. Mr. Flint, Principal of the Westfield Academy, said that the tendency of the age was to shut out moral instruction from the school-room, altogether. He thought the public sentiment was wrong on this subject. Mr. Dickinson, of the Westfield Normal School, thought the reason why so few teachers were found at the meetings of the Associations, was that the instruction given in the lectures and discussions of the Association was not practical enough, and he suggested that at the next meeting some teacher be requested to give a model exercise in teaching on some topic taught in common schools. The suggestion was put into the form of a resolution by Mr. Wells, and adopted by the convention.

Mr. Bailey, of Chicopee, entertained the convention with a few remarks pertinent to the occasion.

The Saturday morning session was opened with a lecture by Mr. J. T. Ford, of the Theological Seminary, East Windsor, Conn. Subject—Physical Geography. He presented a historical sketch of the science from the earliest times to the present. It was an able production, and secured the undivided attention of the audience during its delivery.

The convention closed its session at 10 o'clock, A. M., and the members returned to their homes, feeling that the little time they had been together had not been spent in vain.

J. W. D.

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